

VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM, THALAMBUR, PERIYAPALAYAM-CHENNAI
ACCREDITED BY NAAC WITH 'A++' GRADE

SCHOOL OF EDUCATION

Bachelor of Education

(B.Ed)

Curriculum and Syllabus

Regulations

Effective from the Academic year

2025-2026

LIST OF BOARD OF STUDIES MEMBERS

S. No	Name of the Board Member	Designation	Role in BoS
Internal Members			
1	Dr.K.Sheeba	Associate Professor, & Head of the Department School of Education	CHAIRMAN
2	Dr. V.Girija	Associate Professor School of Education	INTERNAL MEMBER
3	Dr. S.Karthiyayini	Associate Professor School of Education	INTERNAL MEMBER
4	Dr. R.Jeyanthi	Assistant Professor School of Education	INTERNAL MEMBER
5	Dr. S.Nangaiarkarasi	Assistant Professor School of Education	INTERNAL MEMBER
External Expert Members			
1.	Dr.K.Rajasekaran Academic Expert	Professor and Head, Tamil Nadu Teacher Education University, Karapakkam, Chennai-600096	EXTERNAL MEMBERS
2	Dr.S.Shameem Educational Expert	Deputy Director - Research and Syllabus, SCERT, Govt. of Tamil Nadu, Chennai-900006	EXTERNAL MEMBERS

SCHOOL OF EDUCATION

DEGREE OF BACHELOR OF EDUCATION

VISION AND MISSION OF SCHOOL OF EDUCATION

CURRICULUM AND SYLLABUS

1. VISION

To make the Institute an epitome of excellence in higher education by effectively providing high quality education and rigorous training to students in multiple streams of choice with ample scope for all round development to make them excel in their profession for betterment of the society.

2. MISSION

- Effectively imparting knowledge and inculcating innovative thinking.
- Facilitating skill enhancement through add on courses and hands on training.
- Doing original, socially relevant, high-quality research.
- Instilling the spirit of integrity, equity, professional ethics and social harmony

1. PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates will pursue higher studies in related fields of teaching and research in their core areas.

PEO2: Graduates will perform as employers in private/government institutions rising to top positions and start their own school and coaching centre,

PEO3: Graduates will be able to plan, coordinate, communicate, organize, make decision and lead a team to solve problems and develop application using their experience.

PEO4: Graduates will become Professional, ethical, responsible and will contribute to society through active participation.

PEO5: Graduates will Publish research findings and innovations in educational symposiums, project presentations, and publication of research articles in peer reviewed and indexed conferences and journals.

1. PROGRAM OUTCOMES (POs)

PO1: **Effective Communication:** Communicate effectively on complex teaching activities with the teaching community and with the society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO2: **Design/development of solutions:** Design solutions for inclusive education and design system components or processes that meet the specified needs with appropriate consideration for learners.

PO3: **Modern tool usage:** Create, select and apply appropriate techniques, resources, and modern instructional materials and ICT tools, including working and non-working model to complex teaching activities, with an understanding of the limitations.

PO4: **The Teacher and Society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional teaching practice.

PO5: **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the teaching practice.

PO6: **Environment and Sustainability:** Understand the impact of the professional teaching and learning solutions in societal and environmental contexts and demonstrate the knowledge and need for sustainable development.

PO7: **Self-directed and Life-long learning:** Recognize the need for citizenship training and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Acquire a comprehensive knowledge about the basic concepts of various pedagogical skills and taxonomy and methodology

PSO2: Apply the knowledge of psychological and sociological principles in teaching methods,

PSO3: Analyse the student, teacher relationship and develop rapport between them in knowledge exchange process.

PSO4: Develop practical, recent technological and communication skills.

PSO5: Understand the behaviour of adolescent students and perform well in teaching practice period, analysis the co-operative school climates.

PROGRAMME NAME: B.Ed.

2. DURATION OF THE PROGRAMME

- Two years (Four semesters)
- Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from July to November of each year and the even semesters from January to May of each year.
- There shall be not less than 90 working days for each semester.

3. ELIGIBILITY FOR ADMISSION

- The candidates should have undergone UG Degree Examination of the UGC recognized Universities in any one of the school subjects (English, Tamil, Mathematics, Physics, Chemistry, Botany, Zoology, History, Geography and Computer Science) offered by the Directorate of School Education.
- The candidates who have qualified the P.G. Degree in the subjects in Economics, Commerce, Political Science and Sociology with not less than 50% of marks.
- Candidates, who have done their Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to B.Ed. Degree programme. (Physical Science, Biological Science, Mathematics and Computer Science).
- **Pedagogy of Social Science** (This pedagogy is to be offered to the Major disciplines such as Political Science, Sociology, Psychology, Indian Culture, Logic and Philosophy.)

Note: B.Ed Programme in VISTAS follow the admission guidelines of NCTE and TNTEU in force from time-to-time.

- **Category-wise eligibility of minimum marks**

OC - 50%
BC/BCM – 45%
MBC/DNC – 43%
SC/SCA/ST – 40%

4. MEDIUM OF INSTRUCTION

The medium of instruction for all UG programmes is English excluding Tamil pedagogy subject.

5. CREDIT REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

A Candidate shall be eligible for the award of Degree only if he/she has undergone the prescribed course of study in VISTAS for a period of not less than two academic years and passed the examinations of all the prescribed courses of Four Semesters earning a minimum of 80 credits as per the distribution given and also fulfilled such other conditions as have been prescribed thereof.

6. COURSE

The course of study refers to the subjects to be studied in the prescribed curriculum. A course consists of both theory components and practical components. Theory components include, Core Courses, Pedagogic Courses, Elective Courses, Enhancing Professional Competencies and Practical activities (Citizenship Training Camp, Internship in School subjects, practicing teaching competency, Enhancing Professional Capacities, Community visits, educational field trips, Value Added Course etc.,) to meet effective teaching and learning needs.

07. COURSE OF STUDY AND CREDITS

- **The B.Ed** programme consists of 15 number theory of courses and practicum. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'paper' in the conventional sense. The various categories of courses suggested for the B.Ed programmes are PEC, CPS, EPC, GEL and Practicum components.
- **School Internship Programme:** The school internship programme has been arranged in two phases to in still effectiveness in the teacher education programme. It provides the student teacher an opportunity to have primary experiences related to the functioning of the school system. Internship is for a total period of sixteen weeks as Phase – I (2 weeks) in the second semester and Phase – II (14 weeks) in the third semester.
- For this course, credit is assigned based on the following:

Contact hour per week		CREDITS
1 Lecture hour	-	1 Credit
1 Tutorial hour	-	1 Credit
2 Practical hours	-	1 Credit

08. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

Eligibility: Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed there for by the Board of Management from time to time.

Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)

Condonation of shortage of attendance: If a Student fails to earn the minimum attendance (Percentage stipulated), the HODs shall condone the shortage of attendance on medical grounds up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after paying the prescribed fee towards the condonation of shortage of attendance. The students with attendance of less than 65 and more than 50% shall be condoned by VC on the recommendation of HODs on genuine grounds, will be permitted to appear for the regular examination on payment of the prescribed condonation fee.

Detained students for want of attendance: Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by rejoining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.

Transfer of Students and Credits: The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.

- Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature, provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested.
- The marks obtained in the courses will be converted into appropriate grades as per the University norms.
- The transfer students are not eligible for Ranking, Prizes and Medals.
- Students who want to go to foreign Universities up to two semesters or Project Work with the prior approval of the Departmental / University Committee are allowed to transfer of their credits. Marks obtain in the courses will be

converted into Grades as per the University norms and the students are eligible to get CGPA and Classification.

11. EXAMINATION AND EVALUATION

EXAMINATION:

i) There shall be theory examinations at the end of each semester, for odd semesters in the month of December / January, for even semesters in May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed courses in the subsequent examinations to be held in December / January or May / June.

ii) There shall be a Practical examination at the end of **THIRD** semester.

iii) A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

iv) The results of all the examinations will be published through University Website. In the case of passed out candidates, their arrear results, will be published through University Website.

v) To Register for all subjects: Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination, except for the shortage of attendance programs. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

vi) Marks for Continuous Internal Assessment (CIA) Examinations, End Semester Examinations (ESE) for Theory and Practicum marks separately.

vii) There shall be no passing minimum for Continuous Internal Assessment (CIA) Examinations.

viii) For End Semester examination (ESE), passing minimum shall be 40% (Forty Percentage) of the maximum marks prescribed for the Course.

ix) In the aggregate (CIA and ESE) the passing minimum shall be of 40%.

x) He / She shall be declared to have passed the whole examination, if he/she passes in all the courses wherever prescribed in the curriculum by earning 80 CREDITS.

09. QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION

Each theory question paper is designed for three hours in **THREE** sections – A, B and C. Number of questions and allotments of marks are as follows

SECTIONS	TYPE OF QUESTION	MARKS DISTRIBUTION	TOTAL MARKS
A	Very short answer 10 questions	10 X 03	**30**
B	Short answer with open choice (Any 5 out of 8 questions)	05 X 08	**40**
C	Essay (Internal choice)	02 X 15	**30**
	TOTAL		**100**

10. SUPPLEMENTARY EXAMINATION

Supplementary Examinations are conducted for the students who appeared in the final semester examinations. Eligible criteria for appearing in the Supplementary Examinations are as follows:

- Eligibility: Students who is having a maximum of two arrear papers is eligible to appear for the Supplementary Examination.
- Non-eligibility for those completed the program: Students who have completed their Program duration but having arrears are not eligible to appear for Supplementary Examinations.

11. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS

Re-totaling: All UG Students who appeared for their Semester Examinations are eligible for applying for re-totaling of their answer scripts.

Revaluation: All current batch Students who have appeared for their Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.

Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

12. THE EXAMINATION AND EVALUATION FOR MOOC

As per the requirements of the regulatory bodies and will be specified at the beginning of the Semester and notified by the university NPTEL-SWAYAM Coordinator (SPOC).

13. CLASSIFICATION OF SUCCESSFUL STUDENTS

[CORE SUBJECTS, PEDAGOGIC STUDIES, ELECTIVES COURSES AND PRATICUM]

a. CGPA 9.00 to 10.00 shall be declared to have passed the examination in **First class with Outstanding**.
b. CGPA 7.50 to 8.99 shall be declared to have passed the examination in **First class with distinction**.
c. CGPA 6.00 to 7.49 shall be declared to have passed the examination in **First Class**.
d. CGPA 5.00 to 5.99 in the aggregate shall be declared to have passed the examination in the **SECOND** Class.
e. CGPA 4.00 to 4.99 shall be declared to have passed the examination in the **THIRD** Class.

14. MARKS AND GRADES

The following table shows the marks, grade points, letter grades and classification to indicate the performance of the student.

Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification.

GPA for a Semester: = ∑iCiGi ÷ ∑iCi That is, GPA is the sum of the multiplication of grade points by the credits of the courses divided by the sum of the credits of the courses in a semester.

Where, Ci= Credits earned for course i in any semester,

Gi = Grade Points obtained for course i in any semester

n = Semester in which such courses were credited.

CGPA for the entire programme: = ∑n∑iCniGni ÷∑n∑iCni That is, CGPA is the sum of the multiplication of grade points by the credits of the entire programme divided by the sum of the credits of the courses of the entire programme.

Grade Conversion Table – UG			
Range of Marks	**Grade Points**	**Letter Grade**	**Description**
90 - 100	10	O	Outstanding
82 - 89	9	A+	Excellent
75 - 81	8	A	Very Good
67 - 74	7	B+	Good
60 - 66	6	B	Above Average
50 - 59	5	C	Average
40 - 49	4	D	Minimum for pass
0 - 39	0	RA	Reappear
		AAA	Absent

Letter Grade and Class CGPA

Overall Performance – UG		
CGPA	**GRADE**	**CLASS**
4.00 - 4.99	D	Third Class
5.00 - 5.99	C	Second Class
6.00 - 6.69	B	First Class
6.70 - 7.49	B+	
7.50 - 8.19	A	First Class with Distinction*
8.20 - 8.99	A+	
9.00 - 10.00	O	First Class - Outstanding*

The students who have passed in the first appearance and within the prescribed semester of the UG Programme (Core subjects, Pedagogic studies and Elective courses only) are eligible.

15. RANKING

- Students who pass all the examinations prescribed for the Program in the **FIRST APPEARANCE ITSELF ALONE** are eligible for Ranking / Distinction.
- In the case of Students who pass all the examinations prescribed for the Program with a break in the First Appearance are only eligible for Classification.
- Students qualifying during the extended period shall not be eligible for RANKING.

16. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

A Student who for whatever reasons is not able to complete the programs within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed four years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 4 years for the completion of programme).

In exceptional cases like major accidents and child birth an extension of one year considered beyond maximum span of time (Time Span= N + 4 + 1 years for the completion of programme).

17. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

The University may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of examinations through the Academic Council with the approval of the Board of Management.

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(Minimum Credits to be earned: 100)

Components	SEMESTER				Total credits
	I	II	III	IV	
PES	15	10	--	15	**40**
CPS	06	12	06	06	**30**
EPC	05	--	--	--	**05**
GEL	--	--	--	05	**05**
VAC	--	01	--	--	**01**
SSE	02	--	--	--	**02**
ISS	--	02	12	--	**14**
CTC	--	01	--	--	**01**
SST	--	--	--	02	**02**
Total Credits	**28**	**26**	**18**	**28**	**100**

PES- Perspectives in Education Studies

CPS - Curriculum and Pedagogic Studies

EPC - Enhancing Professional Capacities

GEL – General Electives

CTC- Citizenship Training Camp

ISS- Internship in School Subjects

SSE- School Subject Exposure

SST- Soft Skill Training

COURSE OF STUDY AND SCHEME OF ASSESSMENT

S. No	Category	Course Code	Course	L	T	P	C	H	Marks (CIA40%+ ESE60%)
SEMESTER – I									
18 Weeks – (16 weeks for teaching + 2 weeks for Subject Exposure and practicum records)									
1.	**PES-1**		Contemporary India and Education	4	1	0	5	5	100
2.	**PES-2**		Psychological Perspectives of Education	4	1	0	5	5	100
3.	**EPC-1**		Critical Understanding of ICT	4	1	0	5	5	100
4.	**PES-3**		Teaching and Learning	4	1	0	5	5	100
5.	**CPS-1**		Pedagogical Subjects-I (**Any 1 Pedagogy subject)**	4	2	0	6	6	100
			Pedagogy of Biological science-I						
			Pedagogy of Commerce & Accountancy -I						
			Pedagogy of Computer Science-I						
			Pedagogy of Economics-I						
			Pedagogy of English-I						
			Pedagogy of Geography-I						
			Pedagogy of History-I						
			Pedagogy of Mathematics -I						
			Pedagogy of Physical science -I						
		ADDED	Pedagogy of Social science -I						
			Pedagogy of Tamil-I						
			*Subject Exposure (Practicum record)	0	0	2	**2**	**4** (2 weeks)	
			Total Credits and hours	**20**	**06**	**2**	**(26+2) 28**	**(26+4) 30**	**500**

S. No	Category	Course Code	Course	L	T	P	C	H	Marks (CIA40%+ ESE60%)
SEMESTER – II									
18 Weeks – (16 weeks for teaching + 2 weeks School Internship)									
6.	**PES-4**		School organization and Management	4	1	0	5	5	100
7.	**PES-5**		Knowledge and curriculum	4	1	0	5	5	100
8.	**CPS-2**		Assessment and Evaluation	4	2	0	6	6	100
9.	**CPS-3**		Pedagogical Subjects-II (**Any 1 Pedagogy subject))**	4	2	0	6	6	100
			Pedagogy of Biological science-II						
			Pedagogy of Commerce & Accountancy-II						
			Pedagogy of Computer Science-II						
			Pedagogy of Economics-II						
			Pedagogy of English-II						
			Pedagogy of Geography-II						
			Pedagogy of History-II						
			Pedagogy of Mathematics -II						
			Pedagogy of Physical science -II						
		ADDED	Pedagogy of Social science -II						
			Pedagogy of Tamil-II						
			*Value added course	0	0	1	1	2	-
			*Citizenship training camp * Study Tour	0	0	1	1	2	
			* Internship in School	0	0	2	2	4 (2 weeks)	
			Total Credits and hours	**16**	**06**	**04**	**(22+4) 26**	**(22+8) 30**	**400**

S. No	Category	Course Code	Course	L	T	P	C	H	Marks (CIA40%+ ESE60%)
SEMESTER – III									
18 weeks –(4 weeks for teaching +14 weeks for Internship)									
11.	**CPS-4**		Understanding the Discipline and School Subjects	4	2	0	6	6	100
			*Internship in School	0	0	12	12	24 (14weeks)	
			Total Credits	**04**	**02**	**12**	**(6+12) 18**	**(6+24) 30**	**100**
SEMESTER – IV									
18 Weeks – (16 weeks for teaching +2 weeks for Soft skill development activities)									
12.	**PES-6**		Gender, School and Society	4	1	0	5	5	100
13.	**PES-7**		Creating an Inclusive School	4	1	0	5	5	100
14.	**CPS-5**		Language across the Curriculum	4	2	0	6	6	100
15.	**PES-8**		Environmental Education	4	1	0	5	5	100
16.	**GEL-1**		**Electives (Any 1 subject)**						
			Health and Physical Education (Activity)	4	1	0	5	5	100
			Indian Knowledge system in Education (Activity)						
			Peace and Value Education (Activity)						
			Students Mental health and resilience (Activity)						
			Cyber security in Education (Activity)						
			*Soft skill development activities			2	2	4	
			Total Credits and hours	**20**	**06**	**2**	**(26+2) 28**	**(26+4) 30**	**500**
			OVERALL				**80+20 100**	**80+40 120**	**1500**

PRACTICAL

S.No	Content	Hours	Marks
	SEMESTER 1		
	School Subject Exposure (2 weeks)		
1.	Demonstration Level I & II	1	20
2.	Microteaching Level I & II	1	20
3.	SUPW (5 activities)	1	20
4.	Psychology Practical	1	20
	TOTAL	**4**	**80**
	SEMESTER 2		
	Engagement with field (2 weeks Internship)		
5.	Observation Level I & II	1	20
6.	Life Skill Development (Citizenship Training Camp)	1	30
7.	Community visit	1	20
8.	E- Content Development	2	30
9.	Study tour (Innovative school visit)	1	20
	*Value added course (Certificate course)	2	
	TOTAL	**8**	**120**
	SEMESTER 3		
	Engagement with field (14 weeks Internship)		
10	Lesson Plan Level I & II	3	120
11.	Teaching Competency Evaluation Level I & II	3	100
12.	Instructional Material (TLM)	2	30
13.	Test & Measurement Level I & II	2	30
14.	Individual Case Study	2	30
15.	Action Research	2	30
16.	Co-Curricular in activities in School	1	20
17.	Reflective journals on School Internship	2	30
19.	Mini Project	2	30
	EPC RECORDS		
19.	Dramatics and Art in Education	1	20
19.	Understanding the Self	1	20
20.	ICT and its application	1	20
21.	Reading and Reflection on School Text	1	20
	*Swayam /NPTEL/ MOOC (Certificate course)	1	
	TOTAL	**24**	**500**
	SEMESTER 4		
	*Soft skill development activities	4	
	TOTAL	**4**	
	OVERALL	**40**	**700**

* Courses which do not have End semester Theory or Practical examination

* Credits and Hours Calculated per week.

L : Lecture: **1** credit = 1 hr /week x 16 weeks

T : Tutorial: **1** credit = 1 hrs/week x 16 weeks

P : Practicum/practical: **1** credit = 2 hrs/week x 16 weeks

C: Credit value of a course is L+T+P

SUMMARY OF CREDITS, HOURS AND MARKS SEMESTER WISE

Semester	Credits				Hrs. of Transaction				Marks for Theory	Marks for Practicum
	L	T	P	C	L	T	P	H		
I	20	06	02	**28**	20	06	04	**30**	**500**	**80**
II	16	06	04	**26**	16	06	08	**30**	**400**	**120**
III	04	02	12	**18**	04	02	24	**30**	**100**	**500**
IV	20	06	02	**28**	20	06	04	**30**	**500**	**-**
TOTAL	**60**	**20**	**20**	**100**	**60**	**20**	**40**	**120**	**1500**	**700**

CONTENT	CREDITS	MARKS
Theory	**80**	**1500**
Practical	**20**	**700**
Total	**100**	**2200**

SYLLABUS

SEMESTER-I
CONTEMPORARY INDIA AND EDUCATION

Hours: 5/Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Acquire knowledge in the concepts of education and its objectives
2. Understand the nature of social diversity and social values.
3. Analyse the universalisation of elementary education, RMSA, RUSA.
4. Develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.
5. Realize the values creating positive attitude towards diversity.

UNIT- I: INTRODUCTION TO EDUCATION AND PHILOSOPHY

Education– Meaning, Aims and Objectives, Nature and scope of Education; Purpose and process of education. Types of education; formal, informal and non-formal; levels of education - Pre-primary, primary, secondary, senior secondary and professional. Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

UNIT-II: SOCIAL VALUES AND SOCIAL DIVERSITY

Values: Meaning, Definition and Classification of Values, Importance of social values. Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Caste, Religion, Language and Region -Role of education in creating positive attitude towards diversity.

UNIT- III: EDUCATIONAL PROGRAMMES FOR QUALITY EDUCATION

Universal Elementary Education (UEE) - Sarva Shiksha Abhiyan- Objectives, Achievements and challenges – Right to Education. Rashtriya Madhyamika Shiksha Abiyan (RMSA). Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Samacheer Kalvi. Operation Black Board - Integrated Child Development services- Transit Schools-Education of Women and Under privileged Sections of Society, NIOS. Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

UNIT-IV: EDUCATION COMMISSIONS AND LANGUAGE POLICY

Recommendations of Education Commissions -Dr. Radha krishnan commission (1948-49), Mudaliar Commission (1952-53) - Indian Education Commission (1964-66)- National Policy of Education (1986)- Ramamurthy Review Committee (1992). The place of Education in the Indian Constitution- Right to Information Act- National Curriculum Framework (2005)- National Curriculum Framework for Teacher Education (2009) - The role of a teacher with reference to Fundamental rights and duties of the citizens. NEP(2022)

Language policy during the pre-independent and post-independent India –Language policy as specified in Indian Constitution – Views of great thinkers on medium of Instruction: Tagore, Gandhi, Vivekananda, Aurobindo.

UNIT-V: EQUALITY IN EDUCATION

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class, regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

SUGGESTED ACTIVITIES

- Prepare an Album related to Education quotes.
- Prepare a picture album about best practices of the schools
- Organize an Essay Competition for Equality in Education
- Debate on elimination of social inequalities.
- Develop and deliver presentations on various topics, including activity-based presentations.

REFERENCES:

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- Curriculum Framework for Teacher Education, draft 2006. New Delhi: National Council for Teacher Education (NCTE).
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Chapter 5: Caste inequalities in India Today.
- Kapila, U. (2009). *Indian Economy since Independence*. New Delhi: Academic Foundation. Chapter 1: Indian Economy at independence.
- Mohit Chakrabarti. (2004). Value Education Changing perspectives (2nd Edition) New Delhi. Kanishka Publishers.
- Rao, Digumarti Bhaskara (2013). *Right to Education*. New Delhi: Neelkamal publications pvt. Ltd.
- Vanaja M and Vijaya Bharathi D (2008) Value Oriented Education. Initiatives at the Teacher Education Level, Hyderabed; Neelkamal Publications.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Identify aims of education and types of education.

CO2: Explain the importance of social values and social diversity.

CO3: Identify the educational programmes for quality education.

CO4: Interpret the Education commission and Language policies in current scenario.

CO5: Summarize about equality in constitutional provisions and elimination of social inequalities through education.

SEMESTER - I

PSYCHOLOGICAL PERSPECTIVE OF EDUCATION

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to

1. Understand the concept of Educational Psychology.
2. Understand about the concept of Growth & Development.
3. Develop a critical understanding towards the concept of Learning and its theories
4. Develop a critical understanding towards the concept of Intelligence.
5. Develop understanding towards balanced mental health and hygiene.

UNIT I: EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

Educational Psychology: Concept, Methods, Scope and its implication in classroom situation - Concept of Human Growth & Development - Childhood- Its concept & characteristics, Physical, Cognitive, Emotional, Social & Moral Development - Adolescence- Its concept & characteristics, Physical, Cognitive Emotional, Social & Moral Development - Managing individual differences in classroom situations.

UNIT II: MOTIVATION AND LEARNING

Motivation: Meaning, definition and types - Maslow's theory of motivation and its educational implications – Rewards and Punishments- Teacher as a motivator - Level of aspiration - Learning: concept, nature, domains and factors influencing learning - Behavioral approaches to learning: Pavlov's classical conditioning, Skinner's operant conditioning and Thorndike's trial and error theory: its principles and educational implication - Cognitive approaches.

UNIT III: INTELLIGENCE AND CREATIVITY

Intelligence: Concept, meaning and its nature - Theories : Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence - Concept of mental age and intelligence quotient, Measurement of Intelligence - IQ range and classification - Creativity: concept, nature, difference between creativity and intelligence - Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz etc – concept of Emotional intelligence and meta cognition.

UNIT IV: PERSONALITY

Personality: Meaning Nature and determinants of Personality - Approaches to personality: trait approach (Allport, Cattell), type approach (Sheldon, Kretschmer, Jung, Hippocrates) and trait cum type approach (Eysenck) - Psycho-analytic approach: Sigmund Freud - Assessment of Personality - Integrated Personality.

UNIT V - MENTAL HEALTH

Mental hygiene and Health: meaning, purpose, characteristic and principles of mental health - Defence mechanism: Concept and Types - Stress – Stress coping/ reduction strategies – individual peace contributing to social cohesion. Effects of Stress on mental and physical health - Students problems – Unrest- Teacher as Counsellor.

SUGGESTED ACTIVITIES:

- Prepare a short-term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence.
- Observe children during their play time in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
- View any two movies out of the following (The list is only suggestive) Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence.
  i)Smile Pinky (2008) ii) Born into Brothels (2014) iii) Salaam Bombay (1988) iv) Slumdog Millionaire (2009) v) Gippie (2013) vi) Taare Zamein Par vii) Saattai (2012)
- Collect five stories that children are told by elders from their nearby community and Discuss them in your class.
- Conduct practicals related to educational psychology to understand student behavior.

REFERENCES:

- Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut. Aswal G.S. (2009). Educational Psychology (2ed), Vani Prakashan, Patna.
- Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: Mc Millan Co., 1977.
- Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill Publishing Company Limited, Noida.
- Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, New Delhi.
- Kuppuswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.
- Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.

E-RESOURCES

- http//:www.psychology.org
- http//:www.ibe.unesco.org
- http//:www.gsi.berkeley.edu
- http//:www.simplypsychology.org
- http//:www.freepsychotherapybooks.org
- https://www.simplypsychology.org/constructivism.html
- https://studiousguy.com/methods-in-psychology/

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:
CO1: Examine the various methods of psychology
CO2: Discuss the various concept of learning and its related theories
CO3: Analyze the motivation and its influence on human behaviour
CO4: Elaborate concepts of intelligence and creativity
CO5: Familiarize with the concepts and theories of personality

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CRITICAL UNDERSTANDING OF ICT

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to:

1. Acquire knowledge of the concept of ICT in Education.
2. Develop the skills of integration of ICT in the teaching-learning process.
3. Identify the National Policies on ICT and digital resources.
4. Understand the usage of internet in Education.
5. Discuss the virtual communities with ethical and legal ways of using ICT.

UNIT-1: CONCEPT OF ICT IN EDUCATION.

Information Communication Technology (ICT): Concept, Evolution, Meaning, Definition, Nature, Need and Importance– Education Technology- How ICT is different from Education technology (ET) – Integration of ICT in Teaching and learning-Opportunities and Challenges of integrating ICT in School Education -Info-savvy Skills-Technological Pedagogical Content Knowledge (TPACK). Classroom 2.0.

UNIT-2: COMPUTERS FOR TEACHING LEARNING

Computer System: Meaning, Characteristics, Hardware, software, Generations and Development of Computers, Classification of computers -Different usages of Computers: Computer Assisted Instruction (CAI), Computer Managed Learning/Instruction (CML/CMI), Computer Based Education (CBE), Computer Assisted Learning (CAL), Computer Based Testing (CBT), Technology Assisted Learning (TAL)- Intelligent Tutoring System (ITS), Application and use of multimedia educational software for classroom situation.

UNIT-3: USAGE OF INTERNET

Internet: Meaning, Usage, Different Topologies- Internet Tools: World Wide Web (www), HTML, Search Engines, Cloud Technology, file transfer protocol (FTP)-E-Learning, M-Learning- Online Learning (OL),Online Distance Learning (ODL), Blended learning and Flipped Classroom, Smart Class room-Mobile Application in Teaching, ,Social networking tools- Online Test/ Examination and Evaluation - Safe surfing-Students safety.

UNIT-4: VIRTUAL COMMUNITIES AND ETHICS OF USING ICT

Virtual Communities and its Educational Implications: Email – E-Chat- E- Library. online forums, blog, wiki, Academic E-Resources: E-Journals, on line dictionary- Virtual Classroom: Virtual tools, virtual learning Environment, virtual labs -–Preparation of instructional module for online learning- Developing digital lesson plan with virtual aids- - Legal and Ethical issues in Online Teaching Learning: Cybercrime-Netiquette-Copy Right-Plagiarism-Hacking.

UNIT-5: TECHNOLOGICAL DEVELOPMENTS IN EDUCATION

National Policy on Information and Communication Technology (ICT) in School Education in India - National Mission on Education through ICT (NMEICT) -Google Apps - Massive Open Online Course(MOOC)- Learning Management System (LMS)- Augmented reality and Artificial intelligence (AI&AR)-Government Education Portal: Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), Swayam Prabha, National Programme on Technology Enhanced Learning(NPTEL),National Repository of Open Educational Resources (NROER) .

SUGGESTED ACTIVITIES:

1. Preparation of PPT, text files and spread sheet for different purposes.
2. Working with spreadsheet for preparing graphs, tables, invitations, statistical analysis, and administrative functions.
3. Developing digital lesson plan with virtual aids
4. Prepare a Quiz using any ICT tool.
5. Demonstration of the use of social networking tools in Education.
6. Collecting open learning resources in terms websites, videos, e-field trips.
7. Create a blog and upload the assignment.
8. Develop and deliver presentations on various topics, including activity-based on technology.

REFERENCES:

- Aggarwal J.C. (2000). *Innovation in Educational Technology.* New Delhi: Vikas Publishing House.
- Aggarwal J.C. (2013). *Modern Learning in Educational Technology.* New Delhi Black Prints.
- Bharihok D.(2000).*Fundamentals of Information Technology*. New Delhi: Pentagon Press.
- Byran P. (1997). *Discover the Internet Comdex Computer.* New Delhi: Dream Tech Publishing.
- Kumar K.L. (2000).*Educational Technology.*New Delhi: New Age International Pvt. Ltd.
- Madhu, P. (2006). *Satellite in Education.* Delhi: Shipra Publications.
- Mangal, S.K.,& Uma Mangal. (2009). *Essentials of Educational Technology.* New Delhi: PHI Learning Pvt. Ltd.
- Mrunalini, T., & Ramakrishna, A. (2014), *ICT in Education*. Hyderabad: Neelkamal Publications.

WEBLINKS:

- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/CRITICAL%20UNDERSTANDING%20OF%20ICT.pdf
- https://adamasuniversity.ac.in/impact-of-info-savvy-skills-in-digital-learning/
- https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to:

CO1: Integrate the concept of ICT and Educational Technology in Education.
CO2: Create ICT based resources in teaching learning
CO3: Plan the teaching learning resources with the usage internet
CO4: Infer the technological development in ICT
CO5: Adapt the Educational Implications and Ethics in online Teaching.

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SEMESTER – I

TEACHING AND LEARNING

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to:

1. Gain the knowledge about the scientific knowledge about the process of learning.
2. Understands the Conditions Essential for Facilitating Learning and Retention.
3. Develops the quality of Effective Teaching and acquire Qualities of Effective Teachers.
4. Analyse about various teaching model.
5. Realize the importance of classroom teaching and learning

UNIT I: UNDERSTANDING THE PROCESS OF TEACHING – LEARNING

Teaching: Concept, Meaning and definitions; Nature and characteristics of teaching -Teacher as a Facilitator and Guide/Philosopher/Friend - Teachers commitment towards fulfilling Felt Need of Learners - Professional Characteristics of Teacher in Classroom Management - Skills & Competencies of a Teacher Communication: Meaning - Basic Model of Communication: Sender, Message, Medium, Receiver & Reach; Factors facilitating communication - Effective Classroom Management-Principles and Strategies - Leadership Qualities in Teachers.

UNIT II: CONCEPT AND NATURE OF LEARNING

Concept and Nature of Learning - Factors Associated with Learning - Maxims of Learning and their Educational Implications - Approaches to Learning(Concept, Associated Concepts Basic Principles and Educational Implications)-Habitual Learning, Associative Learning (Classical and Instrumental Conditioning), Spatial Learning/Cognitive Maps, observational Learning, Learning by Insight, Information Processing Approach, Humanistic Approach, Constructivist Learning Approach - Types of Learning-Concept Learning, Skill Learning, Verbal Learning, Learning of Principles and Problem Solving(Meaning, Nature, Stages, Principles and Approaches/Strategies)

UNIT III: ATTENTION AND PERCEPTION

Attention-Meaning, Factors Influencing Attention, Strategies for Enhancing Attention - sensation - Perception-Meaning, Laws of Perceptual Organization (Gestalt Psychologists' View) – imagination & reasoning – Concept formation - Thinking process: role of language, images and imagination - Reasoning and problem solving - Memory: Meaning, types of memory - forgetting and curve of forgetting.

UNIT IV: MODELS OF TEACHING

Model of teaching: Meaning, definitions, and function-Models: Philosophical teaching models: Insight model (Plato) Impression model (Jhon Locke) and Rule model (kanl)-Psychological models: Basic teaching model (Robert Glasser), Interaction model (Flander) and Computer based model (Daniel Davis) – Modern teaching models; Information processing models , Personal models, social interaction models and Behavior modification models.

UNIT V: TEACHER AND TEACHING AS A PROFESSION

Teaching as a Profession - Phases and Operations of teaching task-The pre-active phase, interactive phase and post-active phase. Levels of teaching task- Memory level of teaching,

understanding level and reflective level of teaching and skills associated involved in the three phases of teaching -Teaching as an Art and Science - Understanding the Process of Teaching as a Profession - Identifying the need and importance of classroom teaching-learning - Skills & Competencies of 21st century teachers

SUGGESTED ACTIVITIES

- Conducts Projects on – Identifying the Learning Difficulties of Students in Different School Subjects and the PossibleReason for them;
- Providing Remedial Instruction to the Students with Learning Difficulties;
- Debate the Qualities of Effective Teachers through observation, interview, case study etc.,
- Visiting Model Schools and Prepare Reports
- Develop and deliver presentations on various topics, including activity-based presentations.

REFERENCES

- Benjamin S., Bloom et al. (1964). *Taxonomy of educational objectives*. Longman Group.
- Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5).
- Gage N.L. Scientific Basis of art of Teaching
- Gavriel Salomon (1981) *Communication and education* Sage.
- Lieberman, M. (1956) *Education as a profession*. Prentice Hall, Inc.
- Karthikeyan, C. (2004). *A Text book on instructional technology,* RBSA.
- Kumar, S. (2014). Child Development and Pedagogy, Pearson.
- Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
- Siddiqui, Mujibul Hasan (2005). *Techniques of classroom teaching* A.P.H
- Skinner, E.C.(1984). *Educational Psychology. 4th Edition.* New Delhi: Prentice Hall of IndiaPvt. Ltd.
- Tanner, L.N. & Lindgren, H.C. (1971). *Classroom Teaching and Learning*. New York: Holt,Rinehart and Winston, Inc.

Web Resources

- Courses on Communication Skills, http://nptel.ac.in/courses/109104030/
- Jane Ciumwari Gatumu, Reflective Teaching, http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVETEACHING.pdf?sequence=1
- School leadership (2011), http://azimpremjifoundation.org/pdf/learning-curve-16.pdf

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Examine the cognitive capacities and affective processes in human learners
CO2: Discuss the different contexts of learning and school environment
CO3: Analyze the various approaches to Learning
CO4: Discuss different Phases and Operations of teaching task
CO5: Familiarize with the concepts of mental abilities

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SEMESTER-I

PEDAGOGY OF BIOLOGICAL SCIENCE - I

Hours : 6/Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Acquire knowledge on the Aims and Objectives of teaching Biological Science.
2. Understand the steps in planning a lesson.
3. Interpret the teaching skills in Biological Science.
4. Identify the various techniques of teaching Biological Science.
5. Develop interest on the resources for teaching biological science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Biological Science: Meaning-Aims and objectives of teaching Biological Science in schools– Need and significance of teaching Biological Science- Nature – Scope -Values of Teaching Biological Science. Content related to school syllabus – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle .Advantages of Micro-teaching and its uses-Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT–III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching Biological Science: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic , Unit Approach, Correlated Approach and Integrated Approach - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning –Bloom's Taxonomy of Instructional Objectives: General Instructional Objectives and behavioral or Specific Instructional Objectives. Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains -Planning for teaching : characteristic of year plan, unit plan - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Lecture method–Demonstration method Lecture Demonstration Method, Discussion Method –Team Teaching. Learner –centered methods: Laboratory method - Peer tutoring/ teaching by students – Project method – Inductive and Deductive Method, Heuristic method – Experiential method – Teacher guided learning – Problem-solving method –Small group/whole class interactive learning – Students' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning– Collaborative learning.

UNIT-V: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective resources. ICT Resources: Radio – Television, Internet, Multimedia, Interactive white board, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair –Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

- Preparation of Herbarium (5 Families).
- Visit to a Zoological Park / Botanical garden/ Food industry/ Agro based industry.
- Preparation of improvised Biological Science kit.
- Conducting and Organising Biological Science Quiz /Biological Science Club / Science fair.
- Organise an event on Earth Day/ Environment Day/ Water Day/ World healthday.
- Students' Seminar on Lesson Plan Writing.
- Invited talk on Bloom's Taxonomy of Instructional Objectives.
- Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
- Teacher talk on Herbartian Model and Morrison Teaching Model.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Aggarwal .D.D. (2008).Modern Method of Teaching Biology. New Delhi:Karanpaper backs.
- Arulselvi, E. (2007).Teaching of Science. Chennai: Saradha Publication.
- Bhandala, Chadha., & Khanna. (1985).Teaching Of Science. New Delhi: Prakash Brothers Educational Publishers.
- Bhatnakar,A.D. (2004). Teaching of Science. Meerut: Surya Publications.
- Aggarwal.D.D (2008).Modern Methods of Teaching Biology. New Delhi: Karanpaper backs.
- Prasad Janardhan. (1999).Practical aspects in Teaching of Science. New Delhi: Kanishka Publication.
- Sharma, Jagdish. (2006).Models of Teaching Science. Jaipur: Raj Publishing House.
- Veena Rani Pandey. (2004).Major Issues in Science Teaching. Summit Enterprises.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Examine the Aims and Objectives of pedagogy of Biological Science.

CO2: Discuss the ways of planning for instruction.

CO3: Analyse the importance of teaching skills

CO4: Construct a lesson plan for teaching Biological Science.

CO5: Use the resources for teaching Biological Science.

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SEMESTER-I

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – 1

Hours : 6/Weeks

COURSE OBJECTIVES:

The student teacher will be able to:

1. Acquire knowledge of the aims and objectives of teaching Commerce and Accountancy and understand its significance
2. Articulate teaching skills and extend teaching proficiency
3. Construct lesson plans adopting objectives and goals of teaching
4. Identify various methods of teaching Commerce and Accountancy
5. Explore various instructional tools in teaching Commerce and Accountancy

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Commerce: Meaning, nature, scope –Need and significance of teaching Commerce – Aims, objectives, Values of teaching Commerce in schools . Classification of Commerce and Correlation between subjects. Content related to school syllabus – Need and Importance of Instructional Objectives

UNIT-II: TEACHING SKILLS

Micro -teaching: Concept, Definition, Steps , Cycle- Micro -teaching Vs Macro teaching – Skill of Set Induction . Skill of Explaining, Skill of Questioning, Probing skills, Skill of stimulus variation, Skill of Reinforcement, Skill of non-verbal clues, skill of closure – Link lesson – Model Episode.

UNIT-III: APPROACHES AND STRATEGIES IN TEACHING

Approaches and strategies of Teaching Commerce and Accountancy – Bloom's Taxonomy in writing Instructional objectives - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT- IV: TECHNIQUES OF TEACHING

Methods of Teaching Commerce - meaning, definition, objectives, principles, types, steps and procedure- Teacher Centered Methods Lecture Method, Question-Answer Methods, Inductive and Deductive Method, Team Teaching, Project Method, Problem Solving Method, Case Study Method, Dramatization, Role Playing, Source Method, Field Trip and Work Experience, Discussion, Panel Discussion, Seminars and Symposia. Individualized and Innovative Methods: Self learning and its forms -Programmed Instruction/ Learning, Project Method, Problem Solving Method, Experiential Learning. Personalized education: Synesthetic in teaching, Interactive teaching, Blended learning, Flipped classroom, Digital education, Mobile learning.

UNIT -V: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective - . Classification of Instructional Media in Commerce and Accountancy - Use of Mass media in classroom instruction. New emerging media: Tele conferencing (Using google meet, Zoom like platforms), communication satellites, computer networking, Artificial intelligence and Augmented reality- community resources: field trips – Commerce exhibition fair – commerce resource centre – commerce club – qualities of a good commerce text books – qualities of a good commerce teacher.

SUGGESTED ACTIVITIES

1.Preparation and presentation of a report on different resources of teaching
2. Expert talk on different resources for teaching commerce and accountancy for Level -II
3. Record Micro teaching skill practice
4. Prepare personalized instruction materials
5. Prepare instructional tools for teaching Commerce and Accountancy
6. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCE:

- Aggarwal, J.C. (2006). Teaching of Commerce. New Delhi: Vikas Publishing House.
- Anderson, W.L. & Krathwohl.(2008). A taxonomy for learning, teaching and assessing: A revision of Blooms's taxonomy of educational objectives. Boston: Allyn & Bacon.
- Bloom,Benjamin, S.(1984). Taxonomy of educational objectives: Book: cognitive domain, Boston,: Addison Wesley Publication.
- Mangal, S.K., & Mangal, S. (2005). *Essentials of Educational Technology and Management.* Meerut: Loyal Book Depot.
- Nagarajan, K.L. (1997). *Principles of Commerce and General Commerce Knowledge*. New Delhi: S.Chand & Company Ltd.
- *Rao, Seema.* (1995). *Teaching of Commerce.* New Delhi: Anmol Publications Pvt. Ltd.,
- Saylor, J.G. William, M.A., & Hollis. (1956). *Curriculum Planning*. New York: Rinehart and Company Inc.
- Sharma, R.A. (2008). *Technological Foundation of education.* Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). *Principles and Techniques of Education.* New Delhi: Surjeet Publications.
- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:
CO1: Analyze the aims and objectives of teaching of Commerce and Accountancy
CO2: Exercise micro teaching skills and articulate
CO3: Construct competency-based lesson plans
CO4: Appraise various methods and techniques of teaching Commerce and Accountancy
CO5: Design appropriate instructional for teaching Commerce and Accountancy

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SEMESTER –I

PEDAGOGY OF COMPUTER SCIENCE –I

Hours : 6/Weeks

COURSEOBJECTIVES

The student teacher will be able to:

1. Gain in sight on historical evolution of computer and its hardware, software components.
2. Determine aims and objectives of teaching computer science in secondary schools.
3. Interpret the teaching skills in Computer Science
4. Develop interest on the resources for teaching Computer science
5. Identify the various techniques of teaching Computer Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Computer Science: –Aims and objectives of teaching computer science in schools-content related school syllabus- Historical development of computers – Generation of Computers and their characteristics -Types of computers – Hardware and Software – Types of Software - Operating System – Functions of an operating system- Database – Computer Organization – Principles of programming logic – Network Communication – Computer viruses .

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Cycle .Advantages of Micro-teaching and its uses- Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT-III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching Computer Science: E –Learning :– Nature, concept ,characteristics,Modes and Styles – Advantages and disadvantages of e-learning - Online learning - Mobile learning- Bloom's Taxonomy of Instructional Objectives: General Instructional Objectives and behavioral or Specific Instructional Objectives. Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains -Planning for teaching : characteristic of year plan, unit plan - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Lecture method–Demonstration method - Lecture Demonstration Method, Discussion Method –Team Teaching. Learner –centered methods: Laboratory method - Peer tutoring/ teaching by students – Project method – Inductive and Deductive Method, Heuristic method– Problem-solving method- Self Learning- Forms of Self Learning: Computer Assisted Instruction, Project Method, Activity based Learning, Advanced Activity Learning Method.

UNIT – V INTRUCTIONAL RESOURCES

Concept of Instructional Resources- Importance of using instructional resources in the teaching of Computer Science- Edgar Dale's Cone of Experience- Principles for selection of

teaching of instructional resources - Classification of Teaching instructional resources - Audio, Visual, Audio-Visual Aids and ICT based aids- – Criteria for selection of appropriate teaching aids.

REFERENCES:

- Vaidya, N.(1971), The impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Agarwal J. C. (2006). *Essential of Educational Technology: Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alexis, M. L. (2001). *Computer for everyone.* New Delhi: Vikas Publishing house Ltd.
- Chauhan, S. S. (1985). *Innovations in teaching learning process*. New Delhi: Vikas Publishing house Ltd.
- Singh Y K(2005), Teaching of Computer Science, New Delhi: APH Publishing Corporation.
- Ram Babu .A(2015).Essential of Micro Teaching Hyderabad: Neelkamal Publications
- Rajasekar S, Computer Education and Educational Computing. Hyderabad: Neelkamal Publications
- Rajaram V,Fundamentals of Computers, New Delhi: Prentice Hall of India.

ACTIVITY:

1. Write the assignment of generation of computer.
2. Prepare an episode for anyone of the topics in computer science using anyone of the skills in microteaching
3. Write general and specific instructional objectives for one of the lessons in computer Science
4. Develop programmed Learning instruction material for one of the topics in computer science.
5. Prepare model for anyone of topics in Computer Science.
6. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:
CO1: Remembering the concepts of computer Science.
CO2: Examine the Aims and Objectives of pedagogy of Computer Science
CO3: Analyze the importance of teaching skills
CO4: Use different teaching aids to suit the needs of learners.
CO5: Use techniques of teaching Computer Science.

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SEMESTER -I

PEDAGOGY OF ECONOMICS- 1

Hours : 6/Weeks

COURSE OBJECTIVES:

The student teacher will be able to:

1. Gain insight into the meaning and nature and scope of Economics, determine aims and objectives of teaching-learning Economics
2. Articulate teaching skills and extend teaching proficiency
3. Construct lesson plans adopting objectives and goals of teaching
4: Identify various methods of teaching Economics
5: Explore various instructional tools in teaching Economics

UNIT-1: AIMS AND OBJECTIVES OF ECONOMICS

Meaning, definitions, scope and nature of Economics – Importance of Economics education - objectives of teaching Economics- aims and goals of teaching Economics at secondary and Higher Secondary level - attainment of objectives through Economics teaching. Need for Economics in the School curriculum. Economics as Queen of Arts- Is Economics arts or Science – Indian Economy and Current Scenario Content related to school syllabus – Need and Importance of Instructional Objectives

UNIT 2: TEACHING SKILLS

Micro -teaching: Concept, Definition, Steps, Cycle- Micro -teaching Vs Macro teaching – Skill of Set Induction. Skill of Explaining, Skill of Questioning, Probing skills, Skill of stimulus variation, Skill of Reinforcement, Skill of non-verbal clues, skill of closure – Link lesson – Model Episode.

UNIT-3: APPROACHES AND STRATEGIES IN TEACHING

Approaches and strategies of Teaching Economics– Bloom's Taxonomy in writing Instructional objectives - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT- 4: TECHNIQUES OF TEACHING

Methods of Teaching Economics - meaning, definition, objectives, principles, types, steps and procedure- Teacher Centered Methods Lecture Method, Question-Answer Methods, Inductive and Deductive Method, Team Teaching, Project Method, Problem Solving Method, Case Study Method, Dramatization, Role Playing, Source Method, Field Trip and Work Experience, Discussion, Panel Discussion, Seminars and Symposia. Individualized and Innovative Methods: Self learning and its forms -Programmed Instruction/ Learning, Project Method, Problem Solving Method, Experiential Learning. Personalized education: Synesthetic in teaching, Interactive teaching, Blended learning, Flipped classroom, Digital education, Mobile learning.

UNIT -5: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective-Classification of Instructional Media in Economics - Use of Mass media in classroom instruction. New emerging media: Tele conferencing (Using google meet, Zoom like platforms), communication satellites, computer networking, Artificial intelligence and Augmented reality- community resources: field trips – exhibition fair — qualities of a good Economics text book – qualities of a good Economics teacher.

SUGGESTED ACTIVITIES

1.Preparation and presentation of a report on different resources of teaching
2. Teacher talk / Expert talk on different resources for teaching Economics for Level – I & II
3. Record Micro teaching skill practice
4. Prepare personalized instruction materials
5. Prepare instructional tools for teaching Economics
6. Preparation of different list of Community Resources which can be used for teaching of Economics
7. Conducting sample surveys
8. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCE:

- Agarwal J. C. (2006). *Essential of Educational Technology:Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alka Kalra. *Efficient School Management and Role of Principles*. New Delhi: A.P.H.Publishing Corporation.
- Anitha Yadav. (2003). *Teaching of Economics*. New Delhi: Anmol publication.
- Balaguruswamy, E., & Sharma, K.D. (1982). *Computer in Education and Training.*New Delhi: NIIT.
- Bloom, Benjamin. (1974) *Taxonomy of educational objectives, cognitive domain*. longman Green.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation.
- Karthick, G. S. (2004). *Teaching of Economics.* New Delhi: Discovery publication house.
- Krishnamachariyar. *School Management and System of Education*. New Delhi: Neelkamal Publishers.
- Kumar, J. J. (2001). *Encyclopedia of teaching of economics (Vol1-3).* New Delhi: Anmol Publishers.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1.Analyze the aims and objectives of teaching of Economics

CO2.Exercise micro teaching skills and articulate

CO3.Construct competency based lesson plans

CO4.Appraise various methods and techniques of teaching Economics

CO5. Design appropriate instructional for teaching Economics

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SEMESTER – I

PEDAGOGY OF ENGLISH-1

Hours: 6/Week

COURSE OBJECTIVES:

The student teacher will be able to:

1: Understand the Aims and Objectives of teaching of English.
2: Comprehend the Micro and Macro teaching and its skills.
3: Gain insight to develop the various receptive as well as productive skills in English.
4: Adhere the various methods, approach and techniques of teaching.
5: Develop their interest on the resources for teaching.

UNIT-I: Aims and objectives of teaching English

Role of English language in Indian society- Meaning and Nature of a language- Principles of language learning- Elements of English Language –Phonology, Graphology, Lexis and Grammar. Psychology of language learning- Factors affecting language learning - Teaching of English as a skill subject- Difficulties of teaching English. Scope of English B.Ed course.

UNIT-II: Teaching Skills.

Micro-Teaching: Concept, Definition, Steps and Cycle -Advantages of Micro-teaching and its uses - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode. Micro-teaching Vs Macro-Teaching -Revised Bloom's Taxonomy of Educational objectives: Cognitive, Affective, and Psychomotor domains- Lesson Planning: Steps of Lesson Planning-Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)

UNIT-III: TEACHING OF LAGUAGE SKILLS

Language skills: LSRW - Sub-skills of listening- The three phases of listening- Listening materials- Tasks for developing listening comprehension- Testing Listening- Sub-skills of speaking- Tasks for developing speaking skill: Testing Speaking. Sub-skills of reading- Types of Reading: Loud reading, Silent reading, Intensive reading or Critical reading, Extensive reading, Skimming and Scanning - Strategies to develop reading- Testing Reading- Sub-skills of Writing- Process of writing: Manipulating, Structuring and Communication- Mechanics of Writing: Handwriting, punctuation and spelling- Characteristics of good hand writing: - Writing skills: Mechanical skills, grammatical skills, discourse skills and judgment skills.

UNIT-IV: Methods, Approaches and Techniques of teaching English

Methods: Grammar Translation method, Bilingual method, Text Book method and Audio-lingual method- Dr.West's New method.-Approaches: Structural approach, situational approach, oral approach, communicative approach and the eclectic approach- Techniques: Story telling technique, dramatization technique, role play technique, pair work/group work, debate and language games and puzzle - Recent trends in the teaching of English: Interactive Approach, Communicative Language Teaching, Suggestopaedia, Total Physical Response Approach.-The Silent Way and The Natural Approach- Team Teaching in English: Types and Procedure of team teaching.

UNIT-V: INSTRUCTIONAL RESOURCES

Edgar Dale's Cone of Learning Experience – Print resources: Newspapers – Journals – Magazines - Encyclopedias.-Audio resources: Radio talk - audio tapes - DVDs/CDs. Visual resources: Pictures– blackboard sketches– flannel board-Scrap Book-Diorama- charts – posters - photos - graphs - flash cards - models. ICT resources: Radio - TV – Internet - Interactive whiteboard -OMR sheet – Multimedia: Overhead projector – tape recorder – Power Point presentation – websites for teaching English- Artificial Intelligence and Augmented Reality - Professional competencies of a language teacher - Programmes for professional development of English teachers.

SUGGESTED ACTIVITIES:

- Planning and presentation of lesson-plan on any topic demonstrating all the major teaching skills.
- Practice the microteaching skill with model episode.
- Prepare language album (Parts of Speech)
- Conduct language games in the classroom.
- Record of any event organized in schools to develop reading, writing, speaking and listening skills through extempore, declamation and discussion.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Agnihotri, R.K., Khanna, A.L. (1994) (eds.), Second language acquisition: Socio-cultural and linguistic aspects of English in India (RAL1). New Delhi: Sage Publications
- Krishnaswamy. N, and Lalitha Krishnaswamy, "Teaching English, Approaches, Methods, and Techniques", Trinity Press, New Delhi, 2016.
- Raman Girija and Katyayani R.K, "Pedagogy of English", Neelkamal Publications, Hyderabad, 2017.
- Vallabi.J.E, "Teaching of English, Principles and Practices", Neelkamal Publications, Hyderabad, 2011.
- Vallabi, J.E, "Teaching of English-II" Neel Kamal Publishers, Hyderabad, 2013.
- Aggarwal.J.C, "Principles, Methods, and Techniques of Teaching", Vikas Publishing House Pvt.Ltd, UP, 2008.
- Bansal, Suraksha, et al, "Essentials of English Teaching", R. Lall Book Depot, Meerut, 2014
- Aggarwal.J.C, "Essentials of Educational Technology", Vikas Publishing House Pvt.Ltd, UP, 2008

COURSE OUTCOMES:

After completion of this course, the student-teacher will be able to:

CO1: Examine the aims and objectives of teaching of English.
CO2: Construct a lesson plan using with different teaching models.
CO3: Develop their English Language skills.
CO4: Implement various methods in classroom teaching.
CO5: Create various types resources centers in schools.

SEMESTER - I

PEDAGOGY OF GEOGRAPHY – I

Hours : 6/Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Familiarize with the Geography content in schools
2. Value the aims and objectives of teaching Geography
3. Select appropriate teaching strategies according to the needs of the students
4. Use various teaching methods to make pupil's learning meaningful
5. Develop a holistic understanding of Individualized instruction.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Geography: Meaning, nature and scope of Geography - The place of Geography in secondary school curriculum - Curriculum development in Geography - Integration of Geography with other subjects - Importance of Geography in understanding the current problems of country and society - Local Geography– Need and significance of teaching Geography- Nature – Scope -Values of Teaching Geography.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle .Advantages of Micro-teaching and its uses-Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT–III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching Geography: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic , Unit Approach, Correlated Approach and Integrated Approach - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning – Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation amin the domains -Planning for teaching : characteristic of year plan, unit plan - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Human Factor, Subject, Area, Time and Material Factor - General Methods of Teaching Geography: Teaching of Geography through monuments - Story Telling Method, Lecture Method, Discussion Method, Question answer method - Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Symposium - Problem - Solving Method - Role play, Time Graph (Progressive, Regressive, Comparative) - Local Geography as method of Geography. Methods to teach Controversial Issues in Geography. Recent Trends: Constructivist learning – Programmed Learning and Types of Programming – Collaborative learning.

UNIT-V: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective resources. ICT Resources: Radio – Selection of Text books, Reference books, critical appraisal of a Geography text book - Television, Internet, Multimedia,

Interactive white board, Online Teaching Resources –New Emerging Media: Tele-Conferencing, Communication Satellites – AI & Augmented Reality - Qualities of a good Geography Textbook – Qualities of a Geography teacher.

SUGGESTED ACTIVITIES

- Discuss in group and submit a report on "values of teaching Geography"
- Prepare and submit a report on your experience of practicing micro teaching and link lesson
- Make a concept map by using a digital tool.
- Prepare and submit a Digital lesson plan for a topic from Standard IX Social Science Text Book
- Create an interactive power point for any one Geography topic at Secondary/ Higher Secondary level
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES

- Aggarwal, J.C. (2009). Teaching of Geography - A Practical Approach. Vikas Publishing House.
- Kochhar, S.K. (2009). Teaching of Geography. Sterling Publishers.
- Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.
- Phillips, I. (2008). Teaching Geography – Developing as a Reflective Secondary Teacher. SAGE Publications. NCERT Social Studies Text Books for VI – XII Standard.
- Arora, P. (2014). A Democratic Classroom for Social Science. University of Delhi.
- Batra, P. (2010). Social Science Learning in Schools - Perspectives and Challenges. Sage Publication. Daniel, J. (2014). Pedagogy of Teaching Geography: Comparing the Chronologic and Thematic Approaches. Honors Senior Theses.
- Doss, B. N. (2005). Teaching of Geography. Neelkamal Publications.
- Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication. Geoff, T. (2008). Teaching and Learning Geography. SAGE Publications.
- Thirugnanasampandam, R. (2005). Varalaru karpithal Muraikal. Shantha Publishers.

Web Resources

- Knowledge of Geography Content https://bit.ly/3qOsChZ
- Bloom's Taxonomy of Educational Objectives https://bit.ly/3Hxrwy8
- Blended and Flipped Learning https://bit.ly/3eJETyL
- Methods of Teaching Geography https://bit.ly/3FUtY1k
- Programmed Instruction https://bit.ly/3sS3h9G
- Teaching of Geography https://bit.ly/3FRl9Fo

COURSE OUTCOMES After completion of this course, the student-teachers will be able to:

CO1: Examine the Aims and Objectives of pedagogy of Geography.
CO2: Discuss the ways of planning for instruction.
CO3: Analyse the importance of teaching skills
CO4: Construct a lesson plan for teaching Geography.
CO5: Use the resources for teaching Geography.

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SEMESTER - I

PEDAGOGY OF HISTORY – I

Hours: 6/Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Familiarize with the History content in schools
2. Value the aims and objectives of teaching History
3. Select appropriate teaching strategies according to the needs of the students
4. Use various teaching methods to make pupil's learning meaningful
5. Develop a holistic understanding of Individualized instruction.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HISTORY

History: Meaning, nature and scope of History - The place of history in secondary school curriculum - Curriculum development in History - Integration of History with other subjects - Importance of History in understanding the current problems of country and society - Local History.– Need and significance of teaching History- Nature – Scope -Values of Teaching History.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle .Advantages of Micro-teaching and its uses-Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT–III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching History: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic , Unit Approach, Correlated Approach and Integrated Approach - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning – Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains -Planning for teaching : characteristic of year plan, unit plan - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Human Factor, Subject, Area, Time and Material Factor - General Methods of Teaching History: Teaching of History through monuments - Story Telling Method, Lecture Method, Discussion Method, Question answer method - Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Symposium - Problem - Solving Method - Role play, Time Graph (Progressive, Regressive, Comparative) - Local History as method of History. Methods to teach Controversial Issues in History. Recent Trends: Constructivist learning – Programmed Learning and Types of Programming – Collaborative learning.

UNIT-V: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective resources. ICT Resources: Radio – Selection of Text books,

Reference books, critical appraisal of a history text book - Television, Internet, Multimedia, Interactive white board, Online Teaching Resources –New Emerging Media: Tele-Conferencing, Communication Satellites – AI & Augmented Reality - Qualities of a good History Textbook – Qualities of a History teacher. Content related to School Syllabus - Intellectual awakening and Socio Political changes – French Revolution – Causes and results - Establishment and Expansion of British Power in India – Struggle for Indian Independence – Vellore Mutiny 1806 – The Great Revolt 1857 -Tamilnadu under the Vijayanagar Empire –Later Cholas and Pandyas.

SUGGESTED ACTIVITIES

- Discuss in group and submit a report on "values of teaching History"
- Prepare and submit a report on your experience of practicing micro teaching.
- Make a concept map by using a digital tool.
- Prepare and submit a Digital lesson plan for a topic from Standard IX Social Science Text Book
- Create an interactive power point for any one History topic at Secondary/ Higher Secondary level (ChronoZoom, Sutori, Historypin, Padlet, Lucid Chart and my Histro - Blog - e- Pathshala, DIKSHA)
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES

- Aggarwal, J.C. (2009). Teaching of History - A Practical Approach. Vikas Publishing House.
- Kochhar, S.K. (2009). Teaching of History. Sterling Publishers.
- Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.
- Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications. NCERT Social Studies Text Books for VI – XII Standard.
- Batra, P. (2010). Social Science Learning in Schools - Perspectives and Challenges. Sage Publication. Daniel, J. (2014). Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches. Honors Senior Theses.
- Doss, B. N. (2005). Teaching of History. Neelkamal Publications.
- Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication. Geoff, T. (2008). Teaching and Learning History. SAGE Publications.
- Thirugnanasampandam, R. (2005). Varalaru karpithal Muraikal. Shantha Publishers.

Web Resources

- Knowledge of History Content https://bit.ly/3qOsChZ
- Bloom's Taxonomy of Educational Objectives https://bit.ly/3Hxrwy8
- Blended and Flipped Learning https://bit.ly/3eJETyL
- Methods of Teaching History https://bit.ly/3FUtY1k
- Programmed Instruction https://bit.ly/3sS3h9G
- Teaching of History https://bit.ly/3FRl9Fo

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Examine the Aims and Objectives of pedagogy of History.

CO2: Discuss the ways of planning for instruction.

CO3: Analyse the importance of teaching skills

CO4: Construct a lesson plan for teaching History.

CO5: Use the resources for teaching History.

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SEMESTER-I

PEDAGOGY OF MATHEMATICS-I

Hours: 6 Weeks

COURSE OBJECTIVES:

The student teacher will be able to

1. Understand of nature of mathematics and its branches
2. Analyze the relationship of mathematics within itself and with other subjects
3. Categorize mathematical knowledge into factual, conceptual, procedural and meta cognitive knowledge
4. Appreciates the contributions made by Indian and other country mathematicians' contribution
5. Realizes the importance of aims and objectives of teaching mathematics

UNIT-1: AIMS AND OBJECTIVES OF TEAHCING MATHEMATICS

Meaning, Definition – Nature - Scope of Mathematics - Importance of learning Mathematics -Structure, Abstractness, Symbolism, Precision - Mathematics as a science of measurement and quantification - Aesthetic sense in Mathematics - Need and significance of teaching Mathematics - Mathematics and its relationship with other disciplines.

UNIT II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle. Advantages of Micro-teaching and its uses-Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT–III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching Mathematics: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach. Blooms Taxonomy of Instructional objectives: Revised Blooms Taxonomy 2001(Anderason & karthwohl) - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), –Unit Plan–Lesson Plan Writing.

UNIT – IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Lecture method – Discussion Method –Team Teaching. Learner – centered methods: Laboratory method – Analytic and synthetic method - Project method – Inductive and Deductive Method, Heuristic method – Problem-solving method – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning– Collaborative learning.

UNIT – V: INSTRUCTIONAL RESOURCES

Textbooks - Audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources. –New Emerging Media: E- Learning, developing E-Content, Interactive videos in Teaching – Learning process - Artificial Intelligence and Augmented Reality - Qualities of a good Textbook – Qualities of a good teacher.

SUGGESTED ACTIVITIES:

- Analysis of secondary level mathematics text books to identify various categories of mathematical knowledge presented and its horizontal and vertical linkage among 8, 9 and 10 standard text books.
- Analyzing the structure of mathematics present in selected chapter/unit.
- Writing a unit plan for selected unit.
- Writing of specific instructional objectives for selected unit.
- writing a lesson plan on selected content area.
- Writing a plan for teaching a concept / a generalization using the appropriate moves.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCE

- Anice James,(2005),Teaching of Mathematics, Neelkamal Publications Pvt. Ltd. , Hyderabad,India
- Davis D.R.,(1951),The Teaching of Mathematics, Addison Wesley Press, London
- Katz, V.J. (ED.)(2007), The Mathematics of Egypt, Mesopotamia, China, India and Islam – A Sourcebook, Princeton University Press, Princeton
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- Noss R.(19988) , _The Computer as a Cultural Influence in Mathematical Learning.‘ In Bishop A.J. (EDS.) Mathematics Education and Culture, London : Kluwer Academic Publishers
- NCERT (2009),Source book on Assessment of Mathematics - Primary Classes, New Delhi
- Sidhu K.S.(1967) , The Teaching of Mathematics, Sterling Publishers , Delhi
- Tanner H. And Jones S. (2000), Becoming a successful teacher of mathematics, Routledge Falmer, London.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Examine the Aims and Objectives of pedagogy of Mathematics.
CO2: Discuss the ways of planning for instruction.
CO3: Analyse the importance of teaching skills
CO4: Construct a lesson plan for teaching Mathematics.
CO5: Use the resources for teaching Mathematics.

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SEMESTER-I

PEDAGOGY OF PHYSICAL SCIENCE – I

Hours: 6 /Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the aims and objectives of teaching Physical Science.
2. Develop the various teaching skills.
3. Construct instructional objectives for a Lesson.
4. Identify different methods in teaching Physical Science.
5. List the various resources in teaching Physical Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Physical Science: Meaning, Nature - Science as a product and a process: a body of knowledge, a way of investigation, a way of Thinking - Need and Significance of teaching Physical Science - Values, Aims and Objectives of teaching Physical Science in Schools - Instructional objectives and Behavioral Objectives of Physical Science -Scientific attitude – Characteristics of a person with Scientific attitude – Inter disciplinary approach – Improvisation of apparatus.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of usage of Black board, Skill of Closure -Advantages and Dis advantages of Micro - Teaching - Micro Vs Macro lessons - Link lesson – Model episode.

UNIT – III: APPROACHES AND STRATEGIES OF TEACHING

Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) - Levels of lesson planning - Approaches of Lesson Planning – Criteria of a good lesson plan, steps involved in lesson Planning -Herbartian steps – advantages of lesson planning- Lesson Plan Writing - Year Plan: Importance and mode of planning- Unit Plan: definition, characteristics, steps in unit planning, importance of unit planning.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher Centered Instruction: Lecture method, Lecture cum Demonstration - Biographical method-Historical method- - Team Teaching – LearnerCentered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction (Linear,Branching) - Heuristic method - Inductive-deductive method- Assignment method - Collaborative learning, experimental learning, Computer Assisted Instruction, Project Method, Scientific method - Significance of employing different methods in teaching of Physical Science.

UNIT- V: INSTRUCTIONAL RESOURCES

Academic and Professional Qualifications for a Science teacher- Qualities of a good Science Teacher- Need for Pre- service and In-service training- Professional development of Science Teachers- Dimensions of teaching behaviour- importance of each dimension - Science Text books- Qualities of a good Science textbook. Criteria for the selection of appropriate teaching aids - Classification of Teaching Aids - Edgar Dale's Cone of Experience Classification of Instructional Media in Physical Science – Use of Mass media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Artificial Intelligent, Augmented Reality, Blended Learning, Flipped Classroom.

SUGGESTED ACTIVITIES

- Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence and Augmented reality
- Students' Seminar on Lesson Plan Writing.
- Teacher talks on Bloom's Taxonomy of Instructional Objectives.
- Teacher talks on Micro teaching Steps, Cycle, principles and on differentskills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
- Teacher talks on Herbartian Model of lesson planning.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES

- Bawa,M.S.&Nagpal,B.M.(2010).*Developingteachingcompetencies*.NewDelhi: Viva Book House.
- Venkat Rao N &Ramuluch A (2016). Pedagogy of Physical Science, Hyderabad:
- Neelkamal Publisher
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- Amit Kumar (2002). Teaching of Physical Sciences, Bangaluru: Anmol Publications Pvt Ltd
- Radha Mohan (2012). Teaching of Physical Science, Hydrabsd: Neelkamal Publisher

E - RESOURCES

- http://teaching.uncc.edu/learning-resources/articles-books/bestpractice/instructional-methods/150-teaching-methods
- http://en.wikipedia.org/science_education
- http://iat.com/learning-physical-science

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Examine the need and significance of teaching Physical Science.

CO2. Formulate the instructional objectives of a lesson.

CO3. Apply the microteaching skills in Physical Science.

CO4. Implement various methods of teaching Physical Science.

CO5. Utilize the resources for teaching Physical Science.

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SEMESTER-I

PEDAGOGY OF SOCIAL SCIENCE- I

Hours : 6/Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Acquire knowledge on the Aims and Objectives of teaching Social Science.
2. Understand the steps in planning a lesson.
3. Interpret the teaching skills in Social Science.
4. Identify the various techniques of teaching Social Science.
5. Develop interest on the resources for teaching Social science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

Meaning, Nature and Scope of Social Sciences as a school subject. Aims and Objectives of teaching Social Sciences at School level. Values of Teaching Social Sciences Some content for pedagogical analysis: Constitution of India Physical features of India Indian Freedom Movement, Population Democracy in the contemporary world, Disaster Management. Relationship of Social Science with other subjects and within the subject. Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market.

UNIT-II: TEACHING SKILLS

Teaching skills -Micro-Teaching: Concept, Definition, Steps and Cycle. Advantages of Micro-teaching and its uses-Micro-teaching Vs Macro-Teaching- Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Skill of Black Board Usage -Link lesson –Model episode.

UNIT–III: APPROACHES AND STRATEGIES IN TEACHING

Approaches of Teaching Social Science: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic , Unit Approach, Correlated Approach and Integrated Approach - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning –Bloom's Taxonomy of Instructional Objectives: General Instructional Objectives and behavioral or Specific Instructional Objectives. Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains -Planning for teaching : characteristic of year plan, unit plan - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)–Unit Plan–Lesson Plan Writing.

UNIT-IV: TECHNIQUES OF TEACHING

Teacher-centered methods: Lecture method–Demonstration method Lecture Demonstration Method, Discussion Method –Team Teaching. Learner –centered methods:- Peer tutoring/ teaching by students – Project method – Inductive and Deductive Method, Heuristic method – Teacher guided learning – Problem-solving method –Small group/whole class interactive learning – Students' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning– Collaborative learning.

UNIT-V: INSTRUCTIONAL RESOURCES

Introduction: Meaning, importance & Advantages of using Instructional Resources – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Instructional Resources – Projective and Non Projective resources. ICT Resources: Radio – Television, Internet, Multimedia, Interactive white board, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair –Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

1.Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.

2.Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it.

3.Conduct a quiz competition in the class on a day of national importance and prepare a report of the same.

4.Prepare an action plan for social science club.

5.Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library.

6.Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age..

7.Students' Seminar on Lesson Plan Writing.

8. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

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3. Bining A.C.,& Bining D.A. (1962). Teaching of Social Studies in Secondary Schools. New York: Mc Graw Hill.

4.Bloom, Benjamin.S.(1984).Taxonomy of educational objectives: Book 1 : Cognitive domain, Boston:Addison Wesley Publication.

5.Bruce R.Joyce & Marsha Weil.(1972). Models of Teaching.ETR Association.

6. Sharma, R.N.(2008), Principles and techniques of education. Delhi: Surgeet Publications

7.Sharma, R.A.(2008). Technological foundation of education. Meerut: Lall Books Depot.

8.Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Understand the importance of teaching Social Science

CO2: Apply various teaching skills to create rich and varied learning experience

CO3: Analyze various approaches and strategies of teaching and use appropriately.

CO4: Adopt suitable methods in teaching of Social Science

CO5: Create suitable instructional resources in teaching of Social Science

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SEMESTER- I
PEDAGOGY OF TAMIL

Credits: 4 (2L: 2T: 0P)

Hours: 6/Week

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 1

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்:

1. தமிழ்மொழிக் கல்வியின் தோற்றம், வளர்ச்சி பற்றிக் கூறுதல்.
2. தமிழ்மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோளையும் விவரித்தல்.
3. தமிழ்மொழி கற்பித்தலுக்கான முறைகளையும் அணுகுமுறைகளையும் பின்பற்றுதல்.
4. தமிழ்மொழி கற்பித்தலுக்கான பயிற்று முறைகளை கைக்கொள்ளுதல்.
5. தமிழ்மொழிக் கற்பித்தலில் நுட்பக்கூறுகளின் பங்கினை பயன்படுத்துதல்.
6. கல்வியில் இணைக்கலைத்திட்டச் செயல்பாடுகளை மேற்கொள்ளல்

அலகு 1 தமிழ்மொழி கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ்மொழிக் கல்வியின் நோக்கங்கள்: எண்ணத்தை வெளியிடும் கருவி - பட்டறிவை எடுத்தியம்பல் - அறிவுகளஞ்சிய வாயில் - அடிப்படை மொழித்திறன்களை வளர்த்தல் (கேட்டல், பேசுதல், படித்தல், எழுதுதல்) - இலக்கிய இன்பம் - படைப்பாற்றல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - சமூகப் பண்பாட்டு வளர்ச்சி - வாழ்க்கைத் திறன்களைப் பெறுதல் - விழுமப்பதிவு. தமிழ்மொழிக் கல்வியின் குறிக்கோள்கள்: செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம், கட்டுரை, கடிதம் கற்பித்தல கற்பித்தல

அலகு 2: நுண்ணிலைக் கற்பித்தல் :

பெஞ்சமின் பு.ளூமின் வகைப்பாடு பொது, சிறப்பு நோக்கங்கள் - ஹெர்பார்ட்டின் படிநிலைகள் - பாடத்திட்டம் வடிவமைத்தல் - பாடத்திறன்களை தேர்ந்தெடுத்து அமைத்து கற்பித்தல் - நுண்ணிலை கற்பித்தலுக்கான கொள்கைகளும் படிகளும் - தொடங்கும் திறன் - விளக்கும் திறன் - பல்வகைத் தூண்டல் - கிளர்வினாத்திறன் - வலுவூட்டும் திறன் - முடிக்குந்திறன் - நுண்ணிலைக் கற்பித்தல் சுழற்சி -இணைப்புப்பாடம் கற்பித்தல் - உற்றுநோக்கல்- உற்றுநோக்கலின் பயன்கள் - உற்றுநோக்கலின் போது கவனிக்கத்தக்கக் கூறுகள்.

அலகு 3: கற்பித்தல் அணுகுமுறைகள்

கற்பித்தலின் முறைகள்: ஆசிரியர் மையக் கற்பித்தல் - குழந்தை மையக் கற்றல் - கற்பித்தல் இயந்திரங்கள் - திட்டமிட்டுக் கற்றல் - கருத்தரங்கம் - குழு கலந்துரையாடல் - வல்லோர் ஆய்வரங்கம் - செயலரங்கம் - பட்டிமன்றம் - கெல்லர் திட்டம், - ஹெர்பார்ட்டின் படிநிலைகள் - பெஞ்சமின் புளூமின் வகைமை நெறியின் அடிப்படையில் கற்பித்தல் கோட்பாடுகள் (அறிவுப் புலம் உணர்தல்புலம், உடலியக்கப் புலம்).

அலகு 4 தமிழ்மொழிக் கற்பித்தலின் நுட்பங்கள்:

கற்பித்தல் துணைக்கருவிகள்: கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும் - துணைக்கருவிகளின் வகைகள் - காட்சி துணைக்கருவிகள், கேள்வித் துணைக்கருவிகள், காட்சி - கேள்வி துணைக்கருவிகள் - எட்கர் டேலின் அனுபவக் கூம்பு - டெசிஸ்டாஸ்கோப் - பல்லூடக துணைக்கருவிகள் - மொழிபயிற்றாய்வுக்கூடம் - கணினி - கைபேசி - செயற்கைக்கோள் - அமைப்பும் செயல்படும் விதமும்.

அலகு 5: இணைக்கலைத்திட்டச் செயல்பாடுகள்

இணைக்கலைத்திட்ட செயல்பாடுகள்: நோக்கம் - இன்றியமையாமை - முக்கியத்துவம் - தமிழ் இலக்கியமன்றம் - நாடகம், பட்டிமன்றம், சொற்பொழிவு, வினாடிவினா - கதை, கவிதை, கட்டுரை எழுதுதல், ஓவியம், நடனம், இசை போட்டிகள் நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்து பிரதிகள் - உடல் வளர்ச்சிக்கான செயல்கள்: விளையாட்டு பயிற்சி, - பண்பாட்டை வளர்ச்சிக்கும் செயல்கள்: கல்விச்சுற்றுலா - கல்வி கண்காட்சி அமைத்தல், பொருள்காட்சி - விழாக்களைக் கொண்டாடுதல்.

செய்முறை வேலைகள்

1. பள்ளி ஆசிரியரின் செய்து காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
2. கல்லூரி பேராசிரியரின் செய்து காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
3. பள்ளி ஆசிரியர் மற்றும் மாணவ-ஆசிரியர்களின் வகுப்பறைக் கற்பித்தலை உற்றுநோக்கி அறிக்கையினைத் தயாரித்தல்.
4. நுண்ணிலைக் கற்பித்தல் திறன்களில் பாட நிகழ்வுகளை எழுதி பயிற்சி பெறுதல்.
5. பாடங்கற்பிப்புத் திட்டத்தினை எழுதுதல்.
6. பாடத்தலைப்புகளில் கருத்தரங்கு நடத்துதல்.
7. செய்புள் நலம் பாராட்டல்.
8. ஒப்படைப்பு எழுதுதல்.

பார்வை நூல்கள்

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COURSE OUTCOMES

At the end of this course the students will be able to,

CO1: Support Co-Scholastic activities in School

CO 2: Select practical areas in Evaluation and administration of Test

CO 3: Examine teacher professionalization and teacher commitment

CO 4: Appraise ways and means of enhancing teacher commitment

CO 5: Design their own teaching strategy.

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SEMESTER –II
SCHOOL ORGANIZATION AND MANAGEMENT

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to:

1. Understand the various dimensions/aspects of educational administration and management.
2. Acquire Knowledge about the role of various human and physical resources in the organization of school.
3. Develop the skill of critical judgment in the process of decision making.
4. Applying the leadership skill by understand the different type of leadership styles and managing the classroom with proper decision making
5. Describe various aspects of school management and organizing school activities.

UNIT - I: EDUCATIONAL MANAGEMENT

Educational Management: Concept, scope, types and principles - Difference between Educational Administration and Educational Management - Functions of Management – PODSCORB (Planning, Organization, Direction, Staffing, Co ordination, Reporting, Budgeting) - Qualities of a good educational administrator.

UNIT - II: EDUCATIONAL STRUCTURE IN INDIA

The structure and function at different levels –center, state, district and institutional and university level - Functions of apex bodies at Central and state level like, CABE, NCERT,NUEPA,UGC,NCTE,KVS,NVS,IGNOU,SCERT,SRC,DIET, etc.

Basic concepts of Management at different levels (Primary and Secondary): Institutional Management, Financial Management, Instructional management, Personnel Management, Material Management, and Management of examination - Management skills: Conceptual skills, Human skills, Technical skills.

UNIT - III: SCHOOL ORGANIZATION

School: Concept, functions and relationship with the society. School Organization: Concept, objectives, scope, types and functions. - School planning: building, library, laboratory, play ground - School Time Table: Guidelines for Preparation - School Records: Types and Its Importance - Co-Curricular Activities: Need and Importance, Organization of Co-curricular activities.

UNIT - IV: CLASSROOM MANAGEMENT AND LEADERSHIP SKILLS

Meaning and concept of classroom management - Objectives of classroom management - Principles of classroom management - Concept of leadership - Leadership styles - Leadership and decision making - Leadership in the context of innovation and change- Strategies to develop leadership skills.

UNIT -V: MANAGEMENT OF RESOURCES

Management of Resources –Human, and material -Head master and Teacher: duties and responsibilities-Management Grid – Morale – Organizational commitments –Academic freedom- Professional development.

SUGGESTED ACTIVITIES

1. Visit different types of schools following different boards and do a comparative study with respect to various variables.
3. Prepare list of various records prepared by schools and write a report on its importance.
4. Study the various co-curricular activities undertaken by schools.
5. Organise any co-curricular activity in school and prepare a report on its management and problems faced.
6. Prepare a school time table and the points you kept in mind while doing so.
7. Visit schools and prepare a list of various indiscipline problems faced by principal and teachers and the strategies they adopted to solve them
8. Prepare an awareness programme on various indiscipline problems faced in schools.
9. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.
10. Develop and deliver presentations on various topics, including activity-based presentations.

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COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: State the Functions of Management

CO2: Identify the different types of Management

CO3: Maintain the different types of records.

CO4: develop leadership skills.

CO5: Recognize the Management Resources

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SEMESTER-II

KNOWLEDGE AND CURRICULUM

Hours: 5/Week

COURSE OBJECTIVE

The student teacher will be able to:

1. Understand the concept of Knowledge
2. Acquire knowledge about the multiple roles of schools in implementation of curriculum.
3. Analyse the national curriculum frameworks for necessary reforms proposed and their implications at school level.
4. Explore the evaluation approaches adopted to revise the curriculum at the national and state levels.

UNIT-I: CONCEPT OF KNOWLEDGE

Epistemology: meaning, philosophical basic of knowledge according to Indian and western Philosophy- Knowledge: meaning, definition, characteristics- Types of Knowledge: philosophical, personal, procedural and propositional- Sources of knowledge Education: situational, conceptual and strategic- Differences between: knowledge and skill, teaching and training, knowledge and information, reason and belief.

UNIT II: CONCEPT AND NATURE OF CURRICULUM

Meanings of curriculum; need for curriculum in schools. Relationship between curriculum framework, curriculum, syllabus and text books- their significance in school education. Types of curriculum: subject-entered, activity-centred, environmental centred, and community-centre and their relevance. Role of representation and non-representation of various social groups in curriculum planning, designing and transaction.

UNIT-III: CURRICULUM DEVELOPMENT IN EDUCATION

Understanding learner needs and characteristics- Determinants of general and specific objectives - Determinants of curriculum- Understanding of hidden and enacted curriculum- Models of curriculum development: Hilden Taba's model, content model, process- product model - Core curriculum: activity curriculum, inter-disciplinary curriculum- Strategies for curriculum development- Competencies in curriculum development.

UNIT- IV: CURRICULUM DESIGNING, DEVELOPMENT AND EVALUATION

Educational goals and trends in curriculum reform- Improving curriculum development process- Curriculum as a way of attaining quality- Constructing the curriculum- Teacher's role in curriculum innovation- Innovation process. Evaluation of Curriculum- Evaluation of the effectiveness of curriculum- Indicators of effective curriculum construction content: existing pedagogies and instructional approaches, teacher training, text books and instructional materials- Agencies of evaluation: NCTE, NCERT, SCERT and MHRD.

UNIT- V: CURRICULUM PRACTICES

Curriculum practice at Elementary, Secondary and Higher secondary levels: stage and subject wise instructional objectives, pedagogical aspects of subjects, instructional aids and materials, evaluation and feedback- Criteria for futuristic curriculum- Developmental trends- Standard based curriculum development- Traditional Education System- Standard based educational practice.

SUGGESTED ACTIVITIES:

- Write a review of national curriculum frame works and write a report for presentation and discussion
- Analysis of teachers' handbooks, text books, workbooks, source books followed by
- Presentations.
- Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.
- Develop and deliver presentations on various topics, including activity-based presentations.

REFERENCES:

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- Aggarwal, J.C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.
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- Hassrin,M.(2004).Curriculum planning for elementary education. New Delhi: Anmol Publishers.
- Kumari. S.,&Amp; Srivastava, D.S.(2005). Curriculum and Instruction. New Delhi: Shipra publishers.
- Panday, M. (2007). Principles of Curriculum Development. New Delhi: Rajat Publishers.
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- Yadav, Y.P.(2006). Fundamentals of curriculum design. New Delhi: Shri Sai printographers.

COURSE OUTCOMES

At the end of this course the students will be able to,

CO1: Relate the concepts of epistemological basis of knowledge
CO2: Discuss the historical perspectives of curriculum development
CO3: Differentiate the various social groups in curriculum planning and models of curriculum development
CO4: Interpret the evaluation of existing pedagogies and instructional approaches
CO5: Initiates the developmental activities for enriching the curriculum.

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SEMESTER-II

ASSESSMENT AND EVALUATION

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching- learning process.
2. Acquire knowledge to Plan assessment tasks, techniques, strategies and tools to assess learner's competence and performance in curricular and co-curricular areas,
3. Elaborate and differentiate the fundamental aspects of evaluation. the various assessment tools, critically examine the trends and issues of evaluation.
4. Employ and interpret the statistical techniques to analyze data and restate the properties of NPC.

UNIT I: INTRODUCTION TO ASSESSMENT & EVALUATION

Concept of Assessment and Evaluation - Importance of assessment & evaluation for Quality Education - Measurement and evaluation in education and their inter relationships - Purpose and objectives of assessment - Evaluation- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

UNIT II: FORMS OF ASSESSMENT

Formative, Summative – diagnostic and prognostic - Norm referenced and Criterion Referenced - Teacher made tests and Standardized tests (based on nature & scope) - CCE, school-based assessment – Recent Trends in Assessment and Evaluation – Rubrics assessment – Cognitive, Affective, Psychomotor domains – Classification of objectives- Stating objectives as learning out comes i.e. General and Specific. - Construction of achievement tests- steps, procedure and uses (Teacher made test/Unit Tests)

UNIT III: DEVELOPING ASSESSMENT TOOLS AND TECHNIQUES

Construction of process-oriented tools- Interview; Inventory; observation schedule; check-list; rating scale; anecdotal record; and Socio-metric techniques. Grading – Meaning, types, and its uses; Norms – Meaning, types, and its uses - Reporting student's performance – Progress reports, cumulative records, profiles and their uses.

UNIT IV: APPLICATION OF STATISTICS

Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (Range, Average Deviation, Quartile Deviation, Standard Deviation)– Percentile and Percentile Rank - Correlation: Meaning, uses & calculation of correlation of coefficients by Rank Difference and Product Moment Methods - Concept and Properties of Normal Probability Curve.

UNIT 5: RECENT REFORMS IN EXAMINATION PRACTICES

Innovative Examination Practices – Spot Valuation, Flying Squad, Dummy Numbers. Computerization in Examination Practices – Online Examination and Publication of results. Credit system - Semester and Public examination – Choice Based Credit System (CBCS) – Continuous and Comprehensive Evaluation (CCE) - Open Book Examinations.

REFERENCES:

- Ebel, R.L. and Fresbie, D.A. (2009).Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
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- George, David. (2008). Trends in Measurement & Evaluation techniques, Common Wealth Publishers, New Delhi.
- Goswami, Marami. (2011). Measurement & Evaluation in Psychology and Education, Neelkamal Publication, New Delhi.
- Mangal, S.K. (2009). Statistics in Psychology and Education, PHI Learning Pvt Ltd, New Delhi.
- Mrunalini, T. (2010). Educational Evaluation, Neelkamal Publications, New Delhi.
- Sidhu, K.S. (2007). New approaches to measurement & Evaluation, Sterling Publishers Pvt Ltd, New Delhi.
- Singh, Raj, (2008). Techniques of Measurement & Evaluation, Common Wealth Publishers, New Delhi.
- Smith, D. (2008). Theory of Educational Measurement, Common Wealth Publishers, New Delhi.

SUGGESTED ACTIVITIES

- Discussion on existing assessment practices in schools and submitting the report.
- Constructing a table of specification on a specific topic (subject specific)
- Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
- Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- Analysis of question papers: teacher made and various boards.
- Preparation of Students' Portfolio.
- Designing of Feedback Proforma.
- Constructing an Achievement Test of any School Subject.
- Collection of Examination Marks of examination of students and apply different statistical techniques to analyze data.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.
- Develop and deliver presentations on various topics, including activity-based presentations.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Differentiate measurement and evaluation

CO2: List out various types of assessment conducted in schools

CO3: Evaluate the student with different statistical techniques

CO4: Examine the different types of evaluation methods

CO5: Explain the innovative reforms in assessment and evaluation.

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SEMESTER-II

PEDAGOGY OF BIOLOGICAL SCIENCE–II

Hours: 6/Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the concept of Classroom climate and classroom interaction.
2. Gain knowledge about the curricular development in effective teaching.
3. Understand the linkage between biological science and everyday life.
4. State various Resources in Teaching Learning Process of Biological Science.
5. Analyze the Assessment in Pedagogy of Biological Science.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: CURRICULUM AND LINKAGE BETWEEN BIOLOGICAL SCIENCE AND EVERYDAY LIFE

CURRICULUM: Meaning and definition, Principles of curriculum construction – Criteria for selection of content and organization of subject matter- NCERT Curriculum – BSCS and Nuffield Secondary Science Project. Linkage of school with community-organization of seminars, symposia and workshops in Science, organization of science fair, science club, eco club - utilization of community recourse –Importance of Museum, Library

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich biological science learning –Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-IV: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Need and significance of learning resources in Biology- Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource – Use of Science and Biology experiment kits in teaching-learning of Biology -Field visits and excursion as learning resources in Biology- Celebrate science Day, Earth Day and Environmental Day as learning resources in Biology. ICT based virtual experiments and simulations as learning resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT –V: EVALUATION IN PEDAGOGY OF BIOLOGICAL SCIENCE

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Planning and conducting experiments for Science/Biology.
2. Designing laboratory experiences for using in teaching-learning process in classroom situation– two innovative activities and two improvised apparatus (artifacts).
3. Presentation(s) used for teaching-learning in the class.
4. Critical review of a Textbook of Science/Biology.
5. School visit to study the science labs, museums etc.
6. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
- Miller, David.F. (1938) *Methods and materials for teaching biological sciences.* New York: McGraw Hill Book Company.
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- Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi:Viva Book House.
- Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
- Sharma, Jagdish. (2006).Models of Teaching Science. Jaipur: Raj Publishing House.
- Veena Rani Pandey. (2004).Major Issues in Science Teaching. Summit Enterprises.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:
CO1. Differentiate the types of Classroom climate.
CO2. Compare the different curriculum.
CO3. Identify the methods of teaching for individual differences.
CO4.Analyse and use the resources for teaching biological science.
CO5. Classify various types of evaluation in teaching biological science.

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SEMESTER –II

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

Hours: 6/Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the importance of classroom climate, interaction and teacher behaviour
2. Comprehend various functions served by the curriculum
3. Identify individual difference in learning and develop suitable techniques
4. Explore instructional resources in Commerce and Accountancy
5. Interpret the result of teaching by measurement and evaluation

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT–2: CURRICULUM AND LINKAGE BETWEEN COMMERCE AND ACCOUNTANCY AND EVERYDAY LIFE.

Introduction – Meaning and Definition of Curriculum - Principles of curriculum construction - The concept of Commerce & Accountancy Curriculum – Curriculum and Syllabus - Principles of curriculum development - Functions served by a Curriculum – Foundations of Curriculum Development and Construction. Importance of 7R's - Types of Community Resources - Bringing the community to the school – Establishing link between school and community – Field Trips, Education at Tours, Market Studies and Surveys = Business ethics – Fair Trade – Regional imbalances – Unethical trade practices - Sustainable Economic development

UNIT-3: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to learning –Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-4: LEARNING RESOURCES IN COMMERCE AND ACCOUNTANCY

Significance of learning resources in Commerce and Accountancy – Identifying and analysing the learning resources in the teaching- learning process of Commerce and Accountancy Commerce club. Seminars, workshops, conferences, project works ., display boards, bulletin boards, competitions, banking / cooperative stores, discussion, exhibition, organisation of a visit, use of technology in the teaching of commerce., instructional material, mobile learning, use of ICT. social media - Multifarious role of teacher and Professional development.

UNIT-5: EVALUATION IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Concept and process of evaluation and measurement - Difference between Measurement and Evaluation – 360 Degree Holistic Assessment: NEP vision -Tools of evaluation in Commerce –Types of tests -Meaning, Construction, Merit, Limitation- Construction of achievement test of commerce – Feedback devices: meaning. Types, criteria- assessment of portfolios, reflective journal, field engagement using rubrics, competency-based evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Explore on Commerce and Accountancy resource centres.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.
6. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCE:

1.Agarwal, J.c.(1996), Teaching of Commerce: A Practical Approach, Vikash Publications.

2.Allen, O.C., & Francis P.H. (1988). Curriculum: Foundations, principles and issues. NewJersey:PrenticeHall.

3. Bining A.C.,& Bining D.A. (1962). Teaching of Social Studies in Secondary Schools. New York:McGrawHill.

4.Bloom, Benjamin.S.(1984).Taxonomy of educational objectives: Book 1 : Cognitive domain, Boston:Addison Wesley Publication.

5.Bruce R.Joyce & Marsha Weil.(1972). Models of Teaching.ETR Association.

6.Khan, M.S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Limited.

7.VinothMonga, Neeraj Kumar, (2014). Teaching Commerce, BOOKMAN Publishers

8. Sharma, R.N.(2008), Principles and techniques of education. Delhi: Surgeet Publications

9.Sharma, R.A.(2008). Technological foundation of education. Meerut: Lall Books Depot.

10.Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Practise interactional competency using interaction tool for mediating and assisting learning

CO2: Appreciate the importance of curriculum development for Sustainable development

CO3: Create suitable techniques in catering to the individual difference of learning Commerce and Accountancy

CO4: Compile the resources for teaching Commerce and Accountancy

CO5: Interpret various types of evaluation in teaching Commerce and Accountancy.

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SEMESTER-II

PEDAGOGY OF COMPUTER SCIENCE–II

Hours: 6/Week

COURSE OBJECTIVES

The student teacher will be able to:
1. Understand the concept of Classroom climate and classroom interaction.
2. Gain knowledge about the curricular development in effective teaching of computer science.
3. Understand the linkage between computer science and everyday life.
4. State various Resources in Teaching Learning Process of computer Science.
5. Analyze the Assessment in Pedagogy of computer Science.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTIONS ANALYSIS

Meaning and significance of Types of classroom climate: Teacher dominated, laissez-faire and democratic pattern. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles – advantages and disadvantages - role of teachers. School Plant: School building and design of the school – Maintenance of the school plant: Playground, Library, Records and Registers.

UNIT – II CURRICULUM AND LINKAGE BETWEEN COMPUTER SCIENCE AND EVERYDAY LIFE

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum in computer science – Development of computer science curriculum – principles or approaches to the organization of computer science curriculum: correlated approach, integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach – Evaluation of the existing computer science curriculum at the secondary stage.

UNIT –III EXPLORING LEARNERS

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently able students. Activities to enrich mathematics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT – IV LEARNING RESOURCES IN COMPUTER SCIENCE

Need and significance of learning resources in computer science- types of resources in computer science: Print resources- Audio Visual resources- Community resources- computer science Lab as a learning resource –- Role of the teacher – Qualities of a computer science textbook- Resource learning-based activities – benefits of resource-based learning.

UNIT-V: EVALUATION IN PEDAGOGY OF COMPUTER SCIENCE

Concept of Evaluation- Relationship between objectives, learning experiences and evaluation, -Purpose of Evaluation- Continuous and Comprehensive Evaluation (CCE) - Formative and Summative Evaluation- Preparation of Blue print- construction of an

achievement test - Various types of Test items- Objective type: Completion type, Matching, Multiple Choice- Alternative response – Essay type and short answer question - Merits and limitations - Characteristics of good test items - Item Analysis - Steps in constructing Diagnostic tests – Computer Aided Evaluation : On line examination – Grading system.

REFERENCES:

- Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
- Agarwal J. C. (2006). *Essential of Educational Technology:Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alexis, M. L. (2001). *Computer for every one.*New Delhi: Vikas Publishing house Ltd.
- Allison, L. J., & Chris, P. (2007). *Preparing for blended e-learning.*UK: Routledge.
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- Ram Babu .A(2015).Essential of Micro TeaCHING Hyderabad: Neelkamal Publications
- Rajasekar S,(2004) Computer Education and Educational Computing. New Delhi: Neelkamal Publications
- Rajasekar S, Computer Education and Educational Computing. Hyderabad: Neelkamal Publications
- Rajaram V,Fundamentals of Computers, Nw Delhi: Prentice Hall mof India.

SUGGESTED ACTIVITY:

- Planning and conducting experiments for computer science.
- Designing lab manual for using in teaching-learning process in classroom situation
- Presentation(s) used for teaching-learning in the class.
- Critical review of a Textbook of Computer science.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.

CO2. Compare the different curriculum.

CO3. Identify the methods of teaching for individual differences.

CO4. Analyze and use the resources for teaching computer science.

CO5. Classify various types of evaluation in teaching computer science.

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SEMESTER -II

PEDAGOGY OF ECONOMICS – II

Hours: 6/Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the importance of classroom climate, interaction and teacher behaviour
2. Comprehend various functions served by the curriculum
3. Identify individual difference in learning and develop suitable techniques
4. Sensitize student teachers on various learning resources
5. Interpret the result of teaching by measurement and evaluation

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix). .

UNIT–2: CURRICULUM AND LINKAGE BETWEEN ECONOMICS AND EVERYDAY LIFE.

Introduction – Meaning and Definition of Curriculum - Principles of curriculum construction - The concept of Economics Curriculum – Curriculum and Syllabus - Principles of curriculum development - Functions served by a Curriculum – Foundations of Curriculum Development and Construction. Importance of 7R's - Types of Community Resources - Bringing the community to the school – Establishing link between school and community – Field Trips, Education at Tours, Market Studies and Surveys = Business ethics – Fair Trade – Regional imbalances – Unethical trade practices - Sustainable Economic development

UNIT-3: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to learning –Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-4: LEARNING RESOURCES IN ECONOMICS

Maintenance of Economics Classroom –Economics laboratory, and its effective use, recreational activities - Participation in Economics decision making activities. Economics department library: Need and importance of Economics library - prerequisites of economic libraryHints for effective use of library.Contents of Economics library Instructional materials, text books,periodicals,journals, reference materials,technical documents surveys. Economics Club: Concept, aims and establishment, activities, importance, requirement and different activities, instructional material, mobile learning, use of ICT. social media - Multifarious role of teacher and Professional development.

UNIT-5: EVALUATION IN PEDAGOGY OF ECONOMICS

Concept and process of evaluation and measurement - Difference between Measurement and Evaluation – 360 Degree Holistic Assessment: NEP vision -Tools of evaluation in Economics –Types of tests -Meaning, Construction, Merit, Limitation- Construction of achievement test of Economics – Feedback devices: meaning. Types, criteria- assessment of portfolios, reflective journal, field engagement using rubrics, competency-based evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics
2. Explore on Economics resource centres.
3. Conducting Seminar in Economics Class.
4. Preparing list of different projects which can be given to students
5. Conducting some small surveys in schools
6. Implementation of Team teaching and different teaching
7. Preparation and presentation of a report on different resources of teaching Economics
8. Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCE:

• Agarwal J. C. (2006). Essential of Educational Technology:Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.
• Alka Kalra. Efficient School Management and Role of Principles. New Delhi: A.P.H.Publishing Corporation.
• Anitha Yadav. (2003). Teaching of Economics. New Delhi: Anmol publication.
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• Edgar Dale. Audio-Visual Methods in Teaching. Newyork: Thy Dryden Press.
• Karthick, G. S. (2004). Teaching of Economics. New Delhi: Discovery publication house.
• Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal Book depot.
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• Sharma, R.A.(2008). Technological Foundation of Education. Meerut: R. Lall Book Depot.
• Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:

CO1 : Practise interactional competency using interaction tool for mediating and assisting learning

CO2: Appreciate the importance of curriculum development for Sustainable development

CO3: Create suitable techniques in catering to the individual difference of learning Economics

CO4: Compile the resources for teaching Economics

CO5: Interpret various types of evaluation in teaching Economics

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SEMESTER – II

PEDAGOGY OF ENGLISH-II

Hours: 6/Week

COURSEOBJECTIVES:

The student teacher will be able to:

- Understand the concept of Classroom climate and classroom interaction.
- Gain knowledge about the curricular development in effective teaching English
- Understand the concept of Phonetic structure of English language.
- State various Resources in Teaching Learning Process.
- Analyze the Assessment and Evaluation in Pedagogy of English.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis.

UNIT-II: LANGUAGE CURRICULUM AND TEXT BOOK

Meaning of the term curriculum- Distinguishing curriculum from syllabus- Principles of curriculum construction- The curriculum and Syllabus: Different types of language syllabus- types of non-linguistic content- Literature teaching- importance of text books in the teaching of English- The components of an English Text book: Prose, Poetry, Non- Detail and Grammar.- Characteristics of a good text book-Critical Analysis of the text book - Other Instructional materials: Teacher's Hand books, Work- books, Supplementary readers and e-learning materials

UNIT-III: PHONETICS OF TEACHING ENGLISH

The speech organs and their role-The individual sounds-vowels and consonants, their place and manner of articulation and cardinal vowel diagram-classification of consonants. - The phonemic systems of Tamil and English compared and contrasted. - The nature of stress, word stress and sentence stress-Rhythm - Intonation: Four basic patterns of intonation in English and their use.

UNIT-IV: LEARNING RESOURCES IN LANGUAGE TEACHING

Need and significance of learning resources in Language - Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula -Types of Resources, Users and their Role in a resource center: Teacher, Learners and Technical staff. - Community resources; Field visits and excursion - English laboratory-Language clubs.

UNIT –V: EVALUATION IN PEDAGOGY OF ENGLISH

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES:

- PPT Presentation on given topic of syllabus
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in English.
- Organize inter-class contests in English
- Identifying and Evaluating ICT resources suitable for teaching English.
- Constructing a question paper with Blueprint.
- Transcript the passage with the help of phonetic symbols.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Agnihotri, R.K., Khanna, A.L. (1994) (eds.), Second language acquisition: Socio-cultural and linguistic aspects of English in India (RAL1). New Delhi: Sage Publications
- Krishnaswamy. N, and Lalitha Krishnaswamy, "Teaching English, Approaches, Methods, and Techniques", Trinity Press, New Delhi, 2016.
- Raman Girija and Katyayani R.K, "Pedagogy of English", Neelkamal Publications, Hyderabad, 2017.
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- Bansal, Suraksha, et al, "Essentials of English Teaching", R. Lall Book Depot, Meerut, 2014
- Aggarwal.J.C, "Essentials of Educational Technology", Vikas Publishing House Pvt.Ltd, UP, 2008

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:
CO1. Differentiate the types of Classroom climate.
CO2. Adapt the new curriculum components.
CO3. Develop their oral skills using with phonetics.
CO4. Select the suitable resources for teaching in classroom.
CO5. Implement various types of evaluation in teaching.

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SEMESTER-II

PEDAGOGY OF GEOGRAPHY–II

Hours : 6/ Week

COURSE OBJECTIVES

The student teacher will be able to

1. Understand the concept of Classroom climate and classroom interaction.
2. Gain knowledge about the curricular development in effective teaching of Geography.
3. Understand the linkage between Geography and everyday life.
4. State various Resources in Teaching Learning Process of Geography.
5. Analyze the Assessment in Pedagogy of Geography.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: CURRICULUM AND LINKAGE BETWEEN GEOGRAPHY AND EVERYDAY LIFE

CURRICULUM: Meaning and definition, Principles of curriculum construction – Criteria for selection of content and Organization of content: chronological, concentric, topical, spiral, progressive, regressive and unit approaches - Correlation: principles, types, uses- Correlation of Geography with Geography, political science, civics, Economics and literature. Text book – Need and importance, qualities, Evaluation - NCERT Curriculum – Linkage of school with community-organization of seminars, symposia and workshops in Social Science, organization of Geography club - utilization of community recourse –Importance of Museum, Library

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich Geography learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-IV: LEARNING RESOURCES IN GEOGRAPHY

Need and significance of learning resources in Geography- Identifying and analyzing the learning resources in teaching-learning process of Geography -Field visits and excursion as learning resources in Geography - Celebrate national importance days as learning resources in Geography. – Learning Geography through ICT. Recent Trends in Geography - Archaeology - Modern Archaeology – New technology in Archaeology– Virtual Museum –Importance of virtual museums for modern education - Research - need, significance, historical research – method, process, steps – identification of research problem –challenges faced by the researchers in Geography.

UNIT –V: EVALUATION IN PEDAGOGY OF GEOGRAPHY

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Action research: Concept and Identification of problems faced by the teachers in the classroom- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

- Visit a virtual museum and submit a report of your personal experience
- Draw a time line chart for any two topics from the content related to school syllabus.
- Construct an achievement test in Geography for middle stage or secondary stage learners
- Discuss in group and submit a report on recent Archaeology excavation in Tamil Nadu.
- Fascism and dictatorships (case study: Germany or Italy of the inter-war period).

REFERENCES:

- Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
- Miller, David.F. (1938) *Methods and materials for teaching Geographys.* New York: McGraw Hill Book Company.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
- Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication. Geoff, T. (2008).Teaching and Learning Geography. SAGE Publications.
- Kumar, S. P. K. &Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.
- Singh, Y.K. (2004). Teaching of Geography. A P H Publishing Corporation.
- Kochhar, S.K. (2009). Teaching of Geography. Sterling Publishers.
- Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.

WEB RESOURCES

- Methods of Teaching Geography https://bit.ly/3FUtY1k
- Teaching of Geography https://bit.ly/3FRl9Fo
- Knowledge of Geography Content https://bit.ly/3qOsChZ

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.
CO2. Compare the different curriculum.
CO3. Identify the methods of teaching for individual differences.
CO4.Analyse and use the resources for teaching Geography.
CO5. Classify various types of evaluation in teaching Geography.

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SEMESTER-II

PEDAGOGY OF HISTORY–II

Hours : 6/ Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the concept of Classroom climate and classroom interaction.
2. Gain knowledge about the curricular development in effective teaching of History.
3. Understand the linkage between History and everyday life.
4. State various Resources in Teaching Learning Process of History.
5. Analyze the Assessment in Pedagogy of History.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: CURRICULUM AND LINKAGE BETWEEN HISTORY AND EVERYDAY LIFE

CURRICULUM: Meaning and definition, Principles of curriculum construction – Criteria for selection of content and Organization of content: chronological, concentric, topical, spiral, progressive, regressive and unit approaches - Correlation: principles, types, uses- Correlation of history with Geography, political science, civics, Economics and literature. Text book – Need and importance, qualities, Evaluation - NCERT Curriculum – Linkage of school with community-organization of seminars, symposia and workshops in Social Science, organization of history club - utilization of community recourse –Importance of Museum, Library

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich History learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-IV: LEARNING RESOURCES IN HISTORY

Need and significance of learning resources in History- Identifying and analyzing the learning resources in teaching-learning process of History -Field visits and excursion as learning resources in History - Celebrate national importance days as learning resources in History. – Learning History through ICT. Recent Trends in History - Archaeology - Modern Archaeology – New technology in Archaeology- Recent archaeological excavations in Tamil Nadu (Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu) – Virtual Museum –Importance of virtual museums for modern education - Research - need, significance, historical research – method, process, steps – identification of research problem –challenges faced by the researchers in History.

UNIT –V: EVALUATION IN PEDAGOGY OF HISTORY

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test–Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Action research: Concept and Identification of problems faced by the teachers in the classroom- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

Content related to School Syllabus : The Mughal Empire – The Marathas – The Coming of the Europeans – Effects of British rule – Rise of Nationalism in India – Gandhian Phase – Last phase of Indian National Movement- World War I - Rise of Fascism and Nazism – World War II.

SUGGESTED ACTIVITIES

- Visit a virtual museum and submit a report of your personal experience
- Draw a time line chart for any two topics from the content related to school syllabus.
- Construct an achievement test in History for middle stage or secondary stage learners
- Analyze and submit a report on NCERT and SCERT the social science curriculum at secondary or high school level.
- Discuss in group and submit a report on recent Archaeology excavation in Tamil Nadu.
- Fascism and dictatorships (case study: Germany or Italy of the inter-war period).
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
- Singh, Y.K. (2004). Teaching of History. A P H Publishing Corporation.
- Kochhar, S.K. (2009). Teaching of History. Sterling Publishers.
- Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.
- Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications. NCERT Social Studies Text Books for VI – XII Standard

Web Resources

- Methods of Teaching History https://bit.ly/3FUtY1k
- Teaching of History https://bit.ly/3FRl9Fo
- Knowledge of History Content https://bit.ly/3qOsChZ

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.
CO2. Compare the different curriculum.
CO3. Identify the methods of teaching for individual differences.
CO4.Analyse and use the resources for teaching History.
CO5. Classify various types of evaluation in teaching History.

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PEDAGOGY OF MATHEMATICS-II

Hours: 6/ weeks

OBJECTIVES:

- Understanding of nature of teaching proof and problem solving in mathematics.
- Acquire knowledge to select suitable tools for mathematical test construction and measurements.
- Apply different strategies to meet the diversified needs of learners and appreciates the availability of various learning resources in mathematics.
- Analyse appropriate assessment tools for mathematical assessments.

UNIT – I: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction – Definition, Significance of conducive classroom climate – Types of classroom climate: Dominated, laissez-faire and democratic pattern –factors influencing classroom climate, Management of classroom climate – Flanders interaction analysis, Galloway's system of interaction analysis. Professional competencies of a Mathematics teacher, pre-service and in-service.

UNIT-II: CURRICULUM AND LINKAGE BETWEEN MATHEMATICS WITH EVERYDAY LIFE

Meaning of curriculum - Principles of curriculum construction in Mathematics – Criteria for selection of content and organization of subject matter. Rethinking mathematics-link with everyday life, mathematics and other subjects, mathematics and astrology, mathematics and arts and music - Vedic mathematics- basic operations- Mathematics Club – Math Exhibit – Utilization of community resources.

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability: Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently able students. Activities to enrich mathematics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-IV: LEARNING RESOURCES IN MATHEMATICS

Library as a Learning Resource - Library Management and its books as learning resources Learning beyond textbooks – other sources of learning; Types of learning resources - Print Resources: Textbooks, Workbooks, Self-instructional materials and Supplementary reading material – Projected and Non-projected Aids - Organizing mathematic laboratory its uses.

UNIT –V: EVALUATION IN PEDAGOGY OF MATHEMATICS

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

ACTIVITES:

- Writing observational records on peer teaching observed during practicum on teaching.
- selecting any one of the theorems and teaching it by adopting the strategies of teaching proof.
- Selecting any one kind of problem in mathematics and demonstrate its procedure of solving.
- Construction of unit test (administration, scoring, stastical analysis and reporting) on a selected unit.
- Analyzing the errors committed by learners at secondary level, in regular test (FA1or FA2) and analyzing its causes and suggesting various remedial measures for it
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Agarwal,J.C.(2008).*Teaching of Mathematics*. Uttar Pradesh:Vikas publishing House Pvt Ltd.
- Bhatia,K.K.(2001).*Foundations of Teaching Learning Process*. Ludhiana:Tandon Publication.
- Bloom, S. Benjamin, (1984).*Taxonomy of educational objectives*. Book I cognitive domain. NewYork: Longmans, Green.
- Mangal S.K. (2013).*Teaching of Mathematics*.Ludhiana: Tandon publications.
- Pratap,N.(2008).*Teaching of Mathematics*. Meerut:R.Lall Books depot.
- Schwartz, James E.(1994). *Essentials of Classroom Teaching Elementary Mathematics.* London: Allyn and Bacon Publication.
- Sidhu,K.S. (2006).*Teaching of Mathematics.* New Delhi: Sterling Publishers private limited.

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.
CO2. Compare the different curriculum.
CO3. Identify the methods of teaching for individual differences.
CO4.Analyse and use the resources for teaching mathematics.
CO5. Classify various types of evaluation in teaching mathematics.

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SEMESTER –II

PEDAGOGY OF PHYSICAL SCIENCE–II

Hours: 6 /Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the concept of Classroom climate and classroom interaction.
2. Acquire knowledge about the curricular development in Physical science.
3. Understand the linkage between Physical science and everyday life.
4. State various Resources in instructional Process of Physical Science.
5. Comprehend the process of Evaluation in Physical Science.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Autocratic, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of classroom climate - Flander's Interaction Analysis. Professional competencies of a physical science teacher. Need for updating content and pedagogical competencies, pre-service and in-service.

UNIT-II: CURRICULUM AND LINKAGE BETWEEN PHYSICAL SCIENCE AND EVERYDAY LIFE

CURRICULUM: Meaning and definition, Curriculum and Syllabus - Principles of curriculum construction – Criteria for the selection of content and organization of subject matter - Curriculum improvement projects in India- Curriculum improvement projects abroad- CHEM Study, PSSC, CBA. Linkage of school with community - Definition, Need and Importance of Co-Scholastic activities - organization of seminars, symposia and workshops in science, organization of science fair, science club, utilization of community recourse – Importance of Museum, Library.

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping of students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich Physical science learning –Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-IV: LEARNING RESOURCES IN PHYSICAL SCIENCE

Need and significance of learning resource Physical science - Identifying and analysing the learning resources in the instructional process of Physical science – Physical science Laboratory as a learning resource - Structure and Design- Organization and maintenance of Physical Science Laboratory- Maintenance of various Registers: Accession, Consumable, Non-consumable, Issue and Breakage Registers-Storage of Apparatus and Chemicals - Common laboratory accidents and first aid - Field visits and excursion as learning resources in Physical science - Science Library: Encyclopaedias, Dictionaries, Magazines, Journals, Activity books, Science fiction, Science learning books. - Limitations and hurdles in the use of various learning resources in Physical science.

UNIT –V: EVALUATION IN PEDAGOGY OF PHYSICAL SCIENCE

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Qualities of good test –Construction of Blue Print and Question paper.

SUGGESTED ACTIVITIES

- Preparation of a teaching aid/model/experiment to be exhibited on Institution Annual day.
- Developing rubrics for laboratory work, assignment, field trip, project etc.
- Text book analysis for content organization/ validness of curriculum.
- Development of a teaching portfolio.
- School visit to study the science labs, museums etc.
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Pedagogy of Physical Science, Text book for B.Ed., Part I, NCERT
- Pedagogy of Physical Science, Text book for B.Ed., Part II, NCERT
- National Curriculum Framework 2005, NCERT, New Delhi.
- School Teachers, Kogan Page, New Delhi.
- Judith Bennett (2003) Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
- Robin Millar (1984) Doing Science: Images of Science in Science Education, The Falmer Press, London.
- State Textbook in Physics and Chemistry for classes VIII, IX and X.
- Nathan S Washton (1967). Teaching Science Creatively, Saunders Company, London.
- History of Physics in the 20th Century, Internet Browsing.
- Radha Mohan. (2007). Innovative Science Teaching for Physical Science Teachers. New Delhi: Prentice Hall of India Private Limited.
- Yadav, M.S. (2003). Teaching of Science. New Delhi: Anmol Publications.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.

CO2. Compare the different curriculum.

CO3. Identify the methods of teaching for individual differences.

CO4. Analyse and use the resources for teaching Physical science.

CO5. Classify various types of evaluation in teaching Physical science.

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SEMESTER-II

PEDAGOGY OF SOCIAL SCIENCE–II

Hours : 6/ Week

COURSE OBJECTIVES

The student teacher will be able to

1. Understand the concept of Classroom climate and classroom interaction.
2. Gain knowledge about the curricular development in effective teaching of Social Science.
3. Understand the linkage between Social Science and everyday life.
4. State various Resources in Teaching Learning Process of Social Science.
5. Analyze the Assessment in Pedagogy of Social Science.

UNIT-1: CLASSROOM CLIMATE, CLASSROOM INTERACTION ANALYSIS

Introduction-Definition, significance of conducive classroom climate, Types of classroom climate: Dominated, Laissez-faire and Democratic pattern, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: CURRICULUM AND LINKAGE BETWEEN SOCIAL SCIENCE AND EVERYDAY LIFE

CURRICULUM: Meaning and definition, Principles of curriculum construction – Criteria for selection of content and Organization of content: chronological, concentric, topical, spiral, progressive, regressive and unit approaches - Correlation: principles, types, uses- Correlation of Geography with Geography, political science, civics, Economics and literature. Text book – Need and importance, qualities, Evaluation - NCERT Curriculum – Linkage of school with community-organization of seminars, symposia and workshops in Social Science, organization of club - utilization of community recourse –Importance of Museum, Library

UNIT-III: EXPLORING LEARNERS

Focusing on Interest, Attitudes and Motivation of students. Developing listening, and questioning skill among teachers and students. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich Social Science learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes.

UNIT-IV: LEARNING RESOURCES IN SOCIAL SCIENCE

Need and significance of learning resources in Social Science - Identifying and analyzing the learning resources in teaching-learning process of Social Science -Field visits and excursion as learning resources in Social Science - Celebrate national importance days as learning resources in Social Science – Learning Geography through ICT. Recent Trends in Social Science - Archaeology - Modern Archaeology – New technology in Archaeology– Virtual Museum –Importance of virtual museums for modern education - Research - need, significance, historical research – method, process, steps – identification of research problem –challenges faced by the researchers in Social Science.

UNIT –V: EVALUATION IN PEDAGOGY OF SOCIAL SCIENCE

Evaluation-Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Various types of test items- essays, short answer, matching two choice, multiple choice, Principles and steps involved in the Construction of Achievement test- Action research: Concept and Identification of problems faced by the teachers in the classroom- Qualities of good test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

- Visit a virtual museum and submit a report of your personal experience
- Draw a time line chart for any two topics from the content related to school syllabus.
- Construct an achievement test in Geography for middle stage or secondary stage learners
- Discuss in group and submit a report on recent Archaeology excavation in Tamil Nadu.
- Fascism and dictatorships (case study: Germany or Italy of the inter-war period).
- Participate in group discussions, debates, and brainstorming sessions to foster critical thinking and collaboration.

REFERENCES:

- Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
- Miller, David.F. (1938) *Methods and materials for teaching Geographys.* New York: McGraw Hill Book Company.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
- Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication. Geoff, T. (2008).
- Kumar, S. P. K. &Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.
- Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.

COURSEOUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. Differentiate the types of Classroom climate.
CO2. Compare the different curriculum.
CO3. Identify the methods of teaching for individual differences.
CO4.Analyse and use the resources for teaching Social Science.
CO5. Classify various types of evaluation in teaching Social Science.

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SEMESTER- II
PEDAGOGY OF TAMIL

Credits: 4 (2L:2T:0P)
Hours: 6/Weeks

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 2

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்:

1. வகுப்பறைத் திறன்களை மேம்படுத்துவதில் புதுமைப் போக்குகளை மேற்கொள்ளல்
2. கலைத்திட்டமும் பாடநூலும் அறிந்து அவற்றை பயன்படுத்துதல்
3. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்
4. கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்துதல்
5 மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாக்கள் வினாப்பண்புகளுக்கேற்ப தயாரித்தல்

அலகு 1: வகுப்பறைச் சூழல் மற்றும் வகுப்பறை மேலாண்மை

வகுப்பறைத் திறன்களை மேம்படுத்துதல்: வகுப்பறையில் கற்றல் சூழல் - ஆக்கமுடைய வகுப்பறைச் சூழல் - விளைபயன்மிக்க கற்றல் சூழலுக்கு உதவும் காரணிகள் - நேர்த்தியான வகுப்பறைச் சூழலை ஏற்படுத்தல். வகுப்பறை மேலாண்மை: பொருள் - விளக்கம் - வகுப்பறை ஒருங்கமைத்தல் - வகுப்பறை ஒழுங்காக நடைபெற மேற்கொள்ளும் முறைகள்: தடுத்தல் - கட்டுப்படுத்துதல் - வகுப்பறைச் செயல்பாடுகள் - வகுப்பறைப் பதிவேடுகளும் விதிகளும்

அலகு 2 கலைத்திட்டமும் பாடநூலும்

அ) அமைப்பு - அமைப்பின் அடிப்படைகள் - அமைக்கும் முறைகள் - கலைத்திட்டம், பாடத்திட்டம் - தொடர்பும், வேறுபாடுகளும்.

ஆ) பாடத்திட்டமும், பாடநூல்களும் - நடைமுறையில் இருக்கும் பாடத்திட்டத்தினையும், பாடநூல்களையும் பற்றிய ஆய்வு - ஆழ்ந்த படிப்பிற்கான பாடநூல்கள் - துணைப்பாட நூல்கள் - வகுப்பறையில் பயன்படுத்தும் முறைகள் -

ஆலகு 3 கற்பித்தலின் அடிப்படை விதிகள்

செய்யுள் , உரைநடை, துணைப்பாடம் - பயிற்றலின் நோக்கங்களும் முறைகளும் - அவற்றின் நோக்கங்களுக்கிடையே அமைந்துள்ள வேறுபாடுகள் - பல்வேறு வகையான உரைநடைகளையும், செய்யுட்களையும் கற்பித்தல் - துணைப்பாடம் கற்பித்தலின் நோக்கங்களும் முறைகளும் - கற்பதன் அவசியம் - கற்பதற்காக மேற்கொள்ளும் வழிமுறைகள்.

செய்முறை :மாதிரி வகுப்பு நடத்துதல்

அலகு 4: கற்றல் வளமூலங்கள்

பாடநூல்கள்: பார்வை நூல்கள் - கலைகளஞ்சியங்கள் - அகராதிகள் - நிகண்டுகள் அபிதானசிந்தாமணி - நூலகம் - பயன்கள் - பயன்படுத்தும் முறைகள் - வகைகள் - வகுப்பு நூலகம், பள்ளி நூலகம்,கருவி நூலகம் - நூலகப் படிப்பும் மொழியாசிரியர் கடமையும் - வலைத்தளம் - தமிழ்ப்பாடத்தோடு தொடர்புடைய வலைத்தளங்கள்

அலகு 5: தேர்வும் அளவீடும்

தேர்வு வினாக்கள்: அகவயம், புறவயம் - இவ்விரு வினா வகைகளின் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள் - அடைவுத் தேர்வு: தேர்வுத் தாள் தயாரித்தல், வினாத்தாள் திட்ட வரைவு, விடைத்தாள் அளவிடுதல், வினாப்பகுப்பாய்வு, முறைகள், மாணவரின் விடைத்தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியியல் அளவைகள் கொண்டு).

செய்முறை வேலைகள்

1. ஒவ்வொரு வகுப்பிற்கும் இரண்டு துணைக்கருவிகளைத் தயாரித்தல்.
2. தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரித்தல். (Digital Lesson Plan)
3. ஆசிரியரால் உருவாக்கப்படும் அடைவு தேர்வு வினாத்தாளை நீல படிவ அடிப்படையில் உருவாக்கி தேர்வினை நடத்துதல்.
4. செயல்முறை ஆய்வை மேற்கொள்ளுதல். (Action Research)
5. நீவிர் ஆசிரியர் பயிற்சிக்காக சென்ற பள்ளியின் சூழல் பற்றிய விரிவான அறிக்கை தயாரித்தல்.

6 தமிழ் கற்பித்தல் தொடர்பான வலைத்தள முகவரிகளைத் திரட்டி அவற்றின் உள்ளடக்கம் பற்றிய அறிக்கை தயாரித்தல்.

7 அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)

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நிகண்டுகள் :சூடாமணி , மங்கலம் திவாகரம்

COURSE OUTCOMES

At the end of this course the students will be able to,

CO1: Understands the curricular development

CO2: Demonstrate community activities

CO3: Select the appropriate instructional materials

CO4: Identify the suitable techniques

CO5: Design their own method of teaching with the knowledge of Practical demonstration.

SEMESTER-III

UNDERSTANDING THE DISCIPLINES AND SCHOOL SUBJECTS

Hours: 6/Week

COURSE OBJECTIVE

Student teachers will be able to

1. Acquire knowledge about different discipline
2. Develop scientific knowledge and need to redefine.
3. Analyse methods of teaching Mathematics as a discipline.
4. Apply Language as a medium of communication.
5. Realize the value of social science to social justice.

UNIT -I DISCIPLINE AND SUBJECT

Education as Inter-disciplinary Field of Study- Nature and Characteristics of a Discipline - Emergence of Various Disciplines from Education -. Convergence of Various Disciplines into Education - Interrelation and Interdependence amongst Various School Subjects

UNIT -II SCIENCE AS A SUBJECT AND DISCIPLINE

Nature and history of science - Scientific method; a critical view Knowledge, understanding and science - The socio cultural perspective and the ethical consideration- Science as a discipline, place of scientific knowledge in the schema of school curriculum - Study of emergence of school science in relation to the social political and intellectual and historical context - Curriculum syllabus and textbooks; the paradigm shifts in the discipline, the changing notion of scientific knowledge and the need to redefine school science

UNIT –III: LANGUAGE AS A SUBJECT AND DISCIPLINE

Centrality of language in education - Role of language in children's intellectual development and learning - Language in the school curriculum; aims issues and debates - Policy issues and language at school - Language as a Medium of Communication

UNIT –IV: MATHS AS A SUBJECT AND DISCIPLINE

Methods of teaching mathematics: Lecture, Inductive- Deductive, Analytic, Synthetic, Heuristic, Project - Problem Solving, and Laboratory method - Techniques of teaching mathematics: Questioning, Brain-storming, Role Play, Simulation - Non- formal techniques of learning mathematics.

UNIT–V: DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and social justice

SUGGESTED ACTIVITIES

- Critically evaluate the relevance of school subject for social justice and socialreconstruction.
- Discussion about the historical and cultural influences in any one of your school subjects.
- Discussion on the social oriented curriculum for social reconstruction.
- Group discussion on the redefinition of school subject from socio-cultural perspectives.
- Select a unit from your major subject in the school syllabus of any standard and analyzethe social, political and cultural influences in it.
- Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, Field visits and sharing of experiences
- Develop and deliver presentations on various topics, including activity-based presentations.

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COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Describe the role of disciplines and subjects in school curriculum.
CO2: Explain the development of curriculum with social, political and intellectual contexts.
CO3: Discuss the paradigm shift in selection of content.
CO4: Analyze the advantages of learner centered curriculum.
CO5: Explain the aspects of life-oriented curriculum

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SEMESTER-IV
GENDER, SCHOOL AND SOCIETY

Hours : 5/ Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Comprehend the concept of gender roles in society.
2. Analyse the gender identity and socialization process.
3. Identify gender roles in textbooks and curriculum.
4. Discuss safety of girls and women at school, home and workplace.
5. Understand the representation of gender in various mass media.

UNIT- I: ROLES OF GENDER IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - The concept of Transgender -Social Construction of Gender-Types of Gender Roles as stressed since ancient period - Gender-based Division and Valuation of Work -Exploring Attitudes towards Gender-Reasons for gender inequalities

UNIT II: GENDER, SOCIETY AND LAW

History and current scenario of Indian Women: Status of women in ancient India. Issue related to women/girl child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood - Laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking) The Indian constitution and provisions accorded to women. - Human rights, women's rights, rights of the girl child, rights of the transgender- Government schemes and initiatives in promoting the education of girl child. -Protection Of Children from sexual offences (POCSO) Act.

UNIT-III: GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender and the hidden curriculum - Teacher's role in developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Unit- IV PREVENTION OF GENDER BASED VIOLENCE

Safety of women and girls at school, home and workplace - Role of education in preventing, sexual abuse and violence - Meaning and concept of body objectification - Combating female body objectification: Role of teachers, parents and society in providing a safe and inclusive climate – Government initiation for safety measures.

UNIT – V INFLUENCE OF MASS MEDIA ON GENDER

Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use. Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self.

SUGGESTED ACTIVITIES:

- Text book analysis for identifying integration of gender issues and biases reflected in it.
- Study of sex ratio and analysis of it state wise based on census data.
- Preparation of a Bulletin Board on Gender relation issues.
- Debate on women reservation bill and other Acts.
- Group Activities on Domestic violence and other personal issues and its remedies.
- Advocacy about proper gender role with Parents/Community.
- Presentation of posters on Gender relation issues.
- Develop and deliver presentations on various topics, including activity-based presentations.

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COURSE OUTCOME

After completion of this course, the student-teacher will be able to:

CO1: Discuss the reasons for gender inequalities
CO2: Analyse the gender role and responsibilities in schools
CO3: Integrate gender roles in School and curriculum.
CO4: Debate on preventive measures of Sexual Abuse and Violence
CO5: Explain about the Gender equalities and role of mass media

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CREATING AN INCLUSIVE SCHOOL

Hours : 5/ Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand the meaning and significance of inclusive education.
2. Appreciate the special needs of Individuals with diverse needs.
3. Familiarize themselves with the concept of Inclusive Education.
4. Understand the nature and needs of different categories of disabled children.
5. Understand and Acquire the Skills of Adapting Curriculum to meet the need of the Studentswith Diverse needs

UNIT I : BASIC CONCEPTS AND INTRODUCTION TO INCLUSIVE EDUCATION

Meaning of Impairment, Disability and Handicap; Concept of Special Educational Needs andDiverse Needs, Difference between Special Education, Integration and Inclusive Education - Significance of Inclusive Education; Factors Affecting and Promoting Inclusion.

UNIT II: NATURE AND NEEDS OF DIVERSE LEARNERS-IDENTIFICATION OF DIVERSE LEARNERS IN THECLASSROOM

Sensory Impairment , Physical Disabilities , Special Health Problems, Congenital defects, Slow Learners and Under Achievers, Intellectual Disability, Learning disabilities and ADHD, Autism Spectrum Disorders, Multiple disabilities, Emotional and Behavioural Problems, Gifted and Creative, Socially Disadvantaged, Economically Deprived, Religious and Linguistic Minorities, Inhabitants of Geographically Difficult Areas.

UNIT III: PREPARING SCHOOLS FOR INCLUSION-GENERAL CONSIDERATIONS AND PROVISIONS

Concept of Inclusive School, Infrastructural readiness of School - Aids, Appliances and suitable Information Communication Technology for different disabilities - Competencies and Characteristics of inclusive Teacher - Physical Consideration, Socio-Emotional Considerations, Curricular Considerations - Curriculum adaptation/ modifications - Content contextualization - Provision of Assistive devices. Special provisions in Evaluation - Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms - Collaboration of different specialists: Speech Therapist, Braille Instructor, Sign Language Tutor, Counsellor

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOM

Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curriculum adaptation and adjustment, lesion planning and TLM. - Pedagogical strategies to respond to needs of individual students: Cooperative learning strategies in the classroom, peer tutoring, buddy system, reflective teaching, multisensory teaching

UNIT V: CONCEPT & POLICY PERSPECTIVE

Salamanca Statement, 1994, Recommendations of the Indian Education Commission (1964-66), The Convention on the Rights of the Child (1992), (Specific articles related to inclusive education), PWD (1995), National Curriculum Framework (2005) , Policies guidelines on Inclusive Education, UNESCO(2009) , The Right of Persons with Disabilities Act,2016, NEP (2020).

SUGGESTED ACTIVITIES

- Identifying one/two pupils with special needs in the primary schools and preparing a profile ofthese pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type ofdisability. (Visit to Resource Room)
- Developing list of teaching activities of CWSN in the school.
- To study the conceptions of teachers about the need of inclusive education in primary schools, collect views of teachers of school. Analyze in the light of inclusive education and write a report.
- Collection of data regarding children with special needs from school records.
- Visit to Inclusive Schools and observe classroom transactions and prepare a report of the same.
- Case study of one mainstreamed (Inclusive) student with respect to: Role of a parent
- Develop and deliver presentations on various topics, including activity-based presentations.

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COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:
CO1: Examine the inclusive classroom and infrastructure
CO2: Discuss the difference between Impairment, disabilities and handicap
CO3: Analyze the Evaluation and Assessment strategies for inclusive school
CO4: Understand and Acquire the Skills of Adapting Curriculum
CO5: Acquire the knowledge about Inclusive education and school.

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SEMESTER-IV

LANGUAGE ACROSS THE CURRICULUM

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to

1. Acquire knowledge the nature and structure of language.
2. Understand importance theories and use of first and second language, multilingualism.
3. Develop knowledge about the development of language and impact of culture.
4. Compare the curriculum transaction with other subjects.
5. Familiarize the integrated curriculum in school subjects

UNIT-1: NATURE AND FUNCTIONS OF LANGUAGE.

Language – Meaning and Concept -Functions of Language -Role of Language across Curriculum - principles of language across the curriculum -Modes of human activities involving language -Language Objectives: relationship between language and thinking - Barriers in Using a Language - Strategies for Enhancing Language proficiency.

UNIT-2: THEORIES OF LANGUAGE LEARNING.

Macaulay theory of language development (1835)-Plato's problem theory of language – Cartesian theory of language production – Locke's theory of tabula raja – Skinner's imitation theory of language acquisition – Chomsky's universal grammar theory – Schumann's cultural theory – Kraghen's monitor theory – Piaget's views on language learning – Vygotsky's cultural tools for language learning.

UNIT-3 DEVELOPMENT OF LANGUAGE

Human and Animal Communication -Verbal and Nonverbal Communication-Perspectives in Language Development - Language Objectives: relationship between language and thinking – Relationship of Language and Society: Identity, Power and Discrimination- Recognition of mother tongue- Language and Culture

UNIT-4: LANGUAGE AND CURRICULUM TRANSACTION

Bilingual or Trilingual Children: Implications for teachers -Multilingual Classroom: Challenges and Strategies to Cater to Diversity - Nature of Multilingualism: Differences in Communication-Hierarchical status of Indian Languages and its effect on classroom dynamics -Qualities and Competences of a Teacher to cater to a multilingual classroom.

UNIT-5: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Integrated Curriculum types, meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary inter-disciplinary trans disciplinary and spiral curricula – Coyle's 4C's of curriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005).

SUGGESTED ACTIVITIES

- Discussion on role and importance of home language and school language
- Discussion on role and importance of dialect and standard language.
- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.
- Interview some technical people and find out which language do this prefer to use? And why?
- What are the gaps in learning in a particular language and using local language for work.
- Enact a drama on the significance of language
- Make the students to participate in the discussion on home language Vs. school language.
- School Visit to Find out Communication Problem in Students
- Develop and deliver presentations on various topics, including activity-based presentations.

REFERENCE

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- Krashen,S.D. (1981).The study of second language acquisition and second language learning. Oxford: Oxford University Press.
- Richards,J.C.(2006). Communicative language teaching today. Cambridge: Cambridge University Press
- Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.
- Pearson et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Generalize the principles of language across the curriculum
CO2: Practice language proficiency skills.
CO3: apprehend the models of curriculum integration.
CO4: Summarize the theories of language learning.
CO5: Interpret the language related issues

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SEMESTER-IV

ENVIRONMENTAL EDUCATION

Hours: 5/Week

COURSE OBJECTVIES

The student teacher will be able to
1. Acquire knowledge about environmental education.
2. List the natural resources and its importance.
3. Apply environmental education knowledge to prevent the different types of pollution.
4. Identify the major environmental Issues.
5. Appreciate the policies and programmes initiated to protect the environment.
6. Analyse the environmental education curriculum for sustainable development.

UNIT1-INTRODUCTION TO ENVIRONMENTAL EDUCATION

Definition and Meaning of Environment – Components – Scope – Nature – Importance - Need of Environment – - biotic and abiotic, Lithosphere, Hydrosphere and Atmosphere. Types of Environment –Environmental Awareness—Environmental Education–Goals of Environmental Education–Objectives of Environmental Education–Need and Importance of Environmental Education– Scope of Environmental Education.

UNITII:-NATURAL RESOURCES

Natural Resources – Renewable resources - Non renewable resources – Energy resources. Renewable: Land Resources -Prevention of Soil Erosion. Forest Resources - Prevention of Deforestation. Water Resources - Prevention of Water Scarcity. Non Renewable: Mineral Resources - Prevention and Exploitation of Minerals – Food Resources, Food Crisis, and Increasing Food Production – Energy Resources– Chief resources of energy and their classification – Growing needs of energy – Alternative sources of energy – Future of Solar Energy.

UNIT –III: ENVIRONMENTAL DEGRADATION AND POLLUTION

Environmental Degradation–Types of Environmental Degradation–Environmental Pollution - Definition, causes, effects & control measures. Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear Pollution, Thermal Pollution. Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood- Nuclear and Industrial Accidents–Oil Spills.

UNIT –IV: ENVIRONMENTAL ISSUES

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board–International NGOs and Environmental Protection: Role of media in creating environmental awareness.

UNIT-V: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for sustainable development of environment. Current status of Environmental Education in School curriculum- Need -Environmental Education at different levels of School Education –Innovative Methods of Teaching Environmental Education- Environmental Education in National Policy on Education – Problems faced in Teaching Environmental Education– Role of Teachers UNEP,CEE and NCERT in promoting Environmental Education.

SUGGESTEDACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Discussion on the need and importance of Environmental Education in School curriculum.
4. Preparation of a scrap book on issues related to environment
5. PowerPoint presentation on different types of environmental pollutions and its causes.
6. Develop and deliver presentations on various topics, including activity-based presentations.

REFERENCES

- Arul Jothy. (2009). Environmental Education, Centrum Press, New Delhi.
- Gopal Dutt .N.H. (2007). Environmental Pollution Control, Neelkamal Publications, New Delhi.
- Archana,T.(2011). Environmental education. Kalpaz Publications
- Joshi. A.L. (2012). Environmental Education Saurabh Publishing House, New Delhi.
- Khoshoo.T.N. (1991). Environmental concerns and strategies, Ashish Publishing House, New Delhi.
- Raghavan Nambiar. K, (2010), Text book of Environmental Studies, Scitech Publication Pvt. Ltd., Chennai.
- Reena Mohanka. (2009). Environmental Education A.P.H Publishing Corporation, New Delhi.
- Suresh Pachauri. (2012). Environmental Education, Pearson Series in Education, Delhi.
- Surinder Singh Sirohi. (2010). Environmental Education, Tandon Publications, Ludhiana.

COURSE OUTCOMES:

After completion of this course, the student-teachers will be able to:

CO1. Understand the need for environmental education.

CO2. List out the natural resources and its importance of conservation.

CO3. Identify the different types of pollution, its impact and management of pollution.

CO4. Analyse the environmental issues.

CO5. Discuss the curriculum for sustainable development

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SEMESTER-IV

ELECTIVE - HEALTH AND PHYSICAL EDUCATION

Hours: 5/Week

COURSE OBJECTIVES

The student teacher will be able to:

1. Gain knowledge about health education
2. Create an awareness of the rules of safety and importance of first aid;
3. Evaluate ones present physical fitness status
4. Expound to cope up with daily stress.
5. Acquire skills to organize and conduct sports in schools

UNIT-I: HEALTH EDUCATION

Meaning, Definition, Aims & Objectives of Health Education, Methods of Imparting Health Education in Schools – Health Instruction, Health Services, Health Supervision. Personal hygiene - Meaning, Definition, Elements and Importance of Personal hygiene.

UNIT –II: FIRST AID AND TREATMENT:

First aid - Meaning, definition, Scope, Qualities of a first aider, Basic principles of rendering first aid, First aid box Contents, First aid for different types of accidents – Sprain, Stain, Contusion, Bleeding, Dislocation, Fracture, Burns, Electric Shock, Heat Stroke, Drowning and Snake bites - Symptom, Prevention and Treatment.

UNIT-III: PHYSICAL FITNESS AND ASSESSMENT

Meaning, Definition, Importance of physical fitness, factors influencing physical fitness, Health related Components : Strength ,Muscular Endurance , Flexibility, Cardio-Respiratory Endurance and Body Composition, Benefits of physical fitness, Assessment of physical fitness, Planning a fitness programme, Common injuries :Plantar Fasciitis, Achilles tendinitis, Chondromalacia, Hamstring Strain, Shin splints -Prevention and Treatment

UNIT –IV: STRESS MANGEMENT & YOGA

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical-meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and benefits.

UNIT –V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobicexercise and practice by the student.
5. Prepare a report by visiting a school and interacting with the Physical

directorabout the use of Physical exercise.

6. Conduct practicals related to yoga and awareness of dieting.

REFERENCES:

- Aggarwal, J.C. (2013). *Health and Physical Education*. NewDelhi: Shipra Publications.
- Bass, David H. (1996). *Your personal fitness trainer*. New Delhi: BPB Publications.
- Charles, P. (1998). *A key to stay fit*. Delhi: Shanthi Publication.
- Daryl, Syedentop. (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dharmendra prakash Bhatt. (2006). *Health Education*. New Delhi:Khel Sahitya Kendra.
- Getchell, Bud. (1992). *Physical fitness: A Way of Life.* America: Macmillian publishing company.
- Greenberg, Jerrold S., Dintiman,George., & Oakes Barbee Myers. (1995). *Physical fitness and Wellness.*
- McCorthy, Aine. (1998). *How to lose weight & keep it* .Chennai: Joice publishing house.
- Rajeswari. (1999).*Weight Loss* Delhi: Pustak Mahal.
- Reema Kirtani. (2003). *Physical fitness for health*. New Delhi: Khel Sahitya Kendra.
- Sheokand, Daisy. (2007). *Physiology of physical fitness*. New Delhi: Sports publication.

E-References:

- http://www.webhealthcentre.com/general/first_aid_index.asp
- http://www.livingposture.com/article.php?id=15
- http://www.stress-vacation.com/relaxation.htm

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: Analyse the scope, need and importance of physical education.

CO2: Support with appropriate first aid and treatment.

CO3: Select the appropriate postures for preventing measures and for improving postural defects

CO4: Value weight management, stress management and yoga

CO5: Distinguish between intramural and extramural competitions

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SEMESTER-IV

ELECTIVE: STUDENTS MENTAL HEALTH AND RESILIENCE

Hours : 5/Weeks

COURSE OBJECTIVES

The student teacher will be able to:

1. Understand major mental health issues in student populations across developmental stages.
2. Analyze and apply theories of resilience and psychological well-being.
3. Evaluate interventions promoting student mental health in diverse educational environments.
4. Address ethical, cultural, and systemic factors influencing mental health.
5. Design a targeted, research-based resilience-building program.

UNIT-I: Introduction: Scope of Mental Health and Resilience in Education- Theories of Resilience: Developmental, Ecological, and Positive Psychology Models

UNIT-II: Risk and Protective Factors in Student Mental Health - Common Disorders: Anxiety, Depression, and Mood Disorders in Youth

UNIT–III: Academic Stress and Perfectionism: Impacts and Interventions- Social Determinants: Poverty, Racism, and School Inequality

UNIT-IV: Digital Life and Mental Health: Social Media, Gaming, and Cyberbullying - Building Resilience: SEL (Social Emotional Learning), Mindfulness, and CBT

UNIT-V: School and Campus-Based Interventions: Counseling, Peer Programs, and Policy - Ethics in Mental Health Practice: Confidentiality, Boundaries, and Mandated Reporting

SUGGESTED ACTIVITIES

- Design a visual tool for emotional check-ins in classrooms.
- Participate in guided mindfulness sessions and journal experience.
- Maintain a 7-day gratitude journal and present observations.
- Enact teacher-student scenarios and demonstrate empathetic interventions. Facilitate or participate in an interactive session on coping and resilience strategies.
- Build personal competencies for empathetic and emotionally intelligent teaching.
- Conduct activities related to educational psychology to understand student behavior.

REFERENCE

- Masten, A. S. (2014). *Ordinary Magic: Resilience in Development*
- Ungar, M. (2018). *Change Your World: The Science of Resilience and the True Path to Success*

- National Academies of Sciences. (2019). *The Promise of Adolescence: Realizing Opportunity for All Youth.*
- *World Health Organization (WHO).2021)*. Mental health and psychosocial well-being among children and adolescents.
  Geneva: WHO.https://www.who.int/publications
  UNESCO. (2021). Teachers' Guide to Preventing Depression and Promoting Resilience.Paris: UNESCO.
- NIMHANS (National Institute of Mental Health and Neurosciences), India.
  (2020). Life Skills Education for School Adolescents – A Manual for Teachers.
  Bangalore: NIMHANS.
- *Kumar, K. & Bhatia, M. S. (2018)*. Child and Adolescent Mental Health: A Practical Guide.
  New Delhi: CBS Publishers.
- *Masten, A. S. (2014)*. Ordinary Magic: Resilience in Development.
  New York: Guilford Press.
- Patel, V., Flisher, A. J., Hetrick, S., & McGorry, P.
  (2007). Mental health of young people: a global **public-health challenge.**
  The Lancet, 369(9569), 1302–1313.

COURSE OUTCOME

After completion of this course, the student-teachers will be able to:

1. Identify early signs of emotional distress in students.
2. Apply classroom strategies that support mental wellness.
3. Integrate mindfulness and socio-emotional tools into pedagogy.
4. Build a classroom environment that fosters resilience and positive mental health.

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ELECTIVE: CYBER SECURITY IN EDUCATION

Hours: 5/Weeks

COURSE OBJECTIVES

The student teachers will be able to:

1. Understand the fundamental concepts of cyber security and its significance in educational contexts.
2. Identify common cyber threats and cybercrimes affecting students, teachers, and educational institutions.
3. Analyze digital safety practices and develop strategies for secure online behavior in education.
4. Explore legal, ethical, and policy frameworks related to cyber security in educational settings.
5. Promote cyber hygiene, digital citizenship, and data protection awareness in educational environments.

UNIT 1: INTRODUCTION TO CYBER SECURITY

Meaning and importance of cyber security - Need for cyber security in education - Basic concepts: cyber space, cyber ethics, cyber hygiene- Role of ICT in education and associated risks

UNIT 2: TYPES OF CYBER THREATS AND CRIMES

Cyberbullying, phishing, hacking, identity theft - Malware, ransomware, and spyware - Social media risks, fake news, misinformation - Case studies of cybercrimes in educational institutions

UNIT 3: DATA PROTECTION AND PRIVACY IN EDUCATION

Importance of data security for students and staff - Safe handling of personal information - Cloud storage risks and secure file sharing - Password protection, encryption basics

UNIT 4: DIGITAL SAFETY AND RESPONSIBLE USE

Digital footprint and reputation management - Cyber ethics for teachers and students -Online behavior guidelines for safe browsing - Parental and teacher controls for student safety

UNIT 5: POLICIES, LAWS, AND CYBER SAFETY INITIATIVES

IT Act 2000 and amendments (India) - National and international cyber security policies- Institutional policies for online learning platforms - Awareness programs: Cyber Jaagrookta Diwas, NCERT and CBSE guidelines.

SUGGESTED ACTIVITIES

- Organize a **Cyber Security Awareness Seminar** for students and teachers.
- Hands-on workshop on **password creation and management**.
- Demonstration of **phishing emails** and how to detect them.
- Draft a **Cyber Safety Policy** for a school or college.
- Practice safe use of **cloud storage** and file-sharing platforms.
- Compare cybersecurity measures in two different universities.
- Research the **legal implications** of data breaches under Indian cyber laws.
- Develop **posters, infographics, or short videos** on cyber safety tips.
- Conduct an **online quiz competition** on cyber security awareness.
- Create a **cyber safety pledge** and circulate it among students
- Conduct activities related to educational technology to understand student behavior.

REFERENCES:

Vacca, John R. Computer and Information Security Handbook. 3rd ed., Academic Press, 2017.

Stallings, William. Network Security Essentials: Applications and Standards. 6th ed., Pearson, 2023.

Schneier, Bruce. Secrets and Lies: Digital Security in a Networked World. Wiley, 2015.

Krutz, Ronald L., and Russell Dean Vines. The CISSP Prep Guide: Mastering the Ten Domains of Computer Security. Wiley, 2004.

Solove, Daniel J., and Paul M. Schwartz. Information Privacy Law. 6th ed., Aspen Publishers, 2020.

WEB LINKS :

- "Cyber Safety and Security." Ministry of Education, Government of India, https://www.education.gov.in/en/cyber-safety.
- "Cyber Security for Schools: A Guidance for Education Providers." National Cyber Security Centre (UK), https://www.ncsc.gov.uk/guidance/cyber-security-schools.
- "Cyber Security Awareness – UGC." University Grants Commission (India), https://www.ugc.gov.in/cybersecurity/.
- "Cyber Crime Awareness Portal." Ministry of Home Affairs, Government of India, https://cybercrime.gov.in/.
- "Cyber Jaagrookta Diwas (CJD)." AICTE Indian Knowledge Systems, https://www.aicte-india.org/bureaus/iks/cyber-jaagrookta.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1 – **Implement** the concepts of cyber security and its relevance to the education sector.
CO2 – **Design** awareness programs for promoting a safe and secure cyber environment.
CO3 – **Apply** best practices for online communication in an educational context.
CO4 – **Analyse** real-world cyber incidents in education to develop preventive strategies.
CO5 – **Evaluate** legal, ethical, and policy frameworks related to cyber security in education.

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ELECTIVE: INDIAN KNOWLEDGE SYSTEM (IKS) IN EDUCATION

Hours : 5/Weeks

COURSE OBJECTIVES:

The students will be able to:

1. Understand the philosophical and historical foundations of the Indian Knowledge System (IKS) and its relevance to education.
2. Explore ancient Indian educational institutions, methods, and their contributions.
3. Analyze the interdisciplinary nature of IKS in fields such as mathematics, science, arts, and social sciences.
4. Evaluate the application and integration of IKS principles in contemporary education.
5. Appreciate the cultural and ethical values embedded in IKS.

UNIT 1: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM

Meaning and scope of Indian Knowledge System- Sources of IKS: Vedas, Upanishads, Smritis, Puranas, and other classical texts - Characteristics of IKS: Holistic, Sustainable, Value-based - Role of IKS in nation-building and education

UNIT 2: ANCIENT INDIAN EDUCATION SYSTEM

Gurukul system and its principles - Notable ancient institutions: Nalanda, Takshashila, Vikramshila, Vallabhi - Curriculum and pedagogy in ancient times - Role of teacher (Guru) and student (Shishya)

UNIT 3: INDIAN CONTRIBUTIONS TO KNOWLEDGE FIELDS

Mathematics: Concept of zero, decimal system, algebra (Āryabhaṭa, Bhāskara) - Science and Technology: Ayurveda, Metallurgy, Astronomy - Arts and Literature: Natya Shastra, Sangita, Architecture, Poetry - Agriculture, Water management, Ecology in Ancient India

UNIT 4: PHILOSOPHICAL SCHOOLS AND EDUCATIONAL THOUGHT

Six systems of Indian Philosophy: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta -Contributions of thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo - Educational values in Indian philosophy: Dharma, Karma, Purushartha - Concept of holistic education and self-realization

UNIT 5: INTEGRATION OF IKS IN MODERN EDUCATION

NEP 2020 and Indian Knowledge System - Integrating IKS in school and higher education curriculum -Use of indigenous knowledge and practices in teaching-learning -Challenges and opportunities in mainstreaming IKS - Projects and field-based learning on local knowledge systems.

SUGGESTED ACTIVITIES

- Group discussion on the *Gurukul* system vs. modern schooling.
- Debate: *"Ancient Indian education is more holistic than present-day education."*
- Visit to heritage institutions, traditional learning centres, or Vedic schools.
- Create a digital storytelling project on Indian contributions to science and technology.
- Develop an educational game or quiz based on IKS knowledge domains.
- Document local folklore, proverbs, and their moral/educational significance.
- Conduct a workshop for school students on "Value Education through Indian Stories."

- Organize an exhibition showcasing ancient Indian inventions and contributions.
- Conduct activities related to traditional values to understand student involvement.

REFERENCES

Altekar, Anant Sadashiv. Education in Ancient India. Varanasi: Nand Kishore & Bros, 1944.
Kapoor, Kapil. Indian Knowledge System: An Introduction. New Delhi: Indian Institute of Advanced Study, 2005.
Mahadevan, B., et al., editors. Indian Knowledge Systems: Concepts and Applications. New Delhi: AICTE, 2021.
Aurobindo, Sri. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram, 1959.
Tooley, James. The Beautiful Tree: A Personal Journey Into How the World's Poorest People Are Educating Themselves. Washington, D.C.: Cato Institute, 2009.

Web links:

"Indian Knowledge Systems Division." AICTE Indian Knowledge System Portal, AICTE, https://iksindia.org.
"Bharatiya Vidya Bhavan – Promoting Indian Culture and Values." Bhavans.info, Bharatiya Vidya Bhavan, https://www.bhavans.info .
"National Education Policy 2020." Ministry of Education, Government of India, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
"Indira Gandhi National Centre for the Arts." IGNCA, Ministry of Culture, Government of India, https://ignca.gov.in .
"Indic Academy: Preserving and Promoting Indic Knowledge." Indic Academy, https://www.indicacademy.org.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1 – **Identify** the historical evolution and core principles of the Indian Knowledge System.
CO2 – **Interpret** the relevance of ancient Indian practices in the context of modern pedagogy.
CO3 – **Analyse** the contributions of Indian literature, sciences, arts, and ethics to educational thought.
CO4 – **Evaluate** the role of Indian Knowledge System in fostering holistic development, sustainability, and value-based education.
CO5 – **Integrate** concepts from the Indian Knowledge System into curriculum design.

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SEMESTER-IV

ELECTIVE - PEACE AND VALUE EDUCATION

Hours: 5/Week

COURSE OBJECTIVES:

The student teacher will be able to:

1. Acquire the knowledge of need and importance of education for peace and values.
2. Understand the five core values of Truth, Righteous conduct, Peace, Love and Non-Violence.
3. Analyse the developments in Peace Education in India and Abroad.
4. Apply the preamble to the constitution and values inherent in it.
5. Identify various models of value education.
6. Appreciate the importance of living together and imbibe in their attitude and behaviour.

UNIT I: CONCEPT, MEANING AND NATURE OF VALUE

Concept and meaning of value and Peace: Indian and Western perspectives on value and Peace. Reflections of great Indian thinkers on values and Peace (Gandhiji, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, J. Krishnamurthi) - Understanding Peace in the individual, Social, National and International context - Nature and characteristics of values -Sources and selection of values -culture and human needs

UNIT II: CONCEPT, MEANING AND NATURE OF PEACE

Historical development of Peace education in India and in the world - Preamble to the Indian Constitution and values inherent in it - Exposition of the five human values of Truth, Righteous Conduct, Peace, Love and Non-Violence with illustrations from life and literature - Creation of United Nations, UNESCO, UNICEF and their role in promoting value and Peace Education -Judgment of the Supreme Court on Value Education

UNIT III: CONCEPT AND NEED FOR VALUE-BASED EDUCATION AND EDUCATION FOR PEACE

Concept of value-based education and Education for Peace with special reference to peace to Indian view of life; Paradigm shift from Peace education to Education for Peace. Need for and importance of value based education and Education for Peace in the present scenario. Aims and objectives of value based and Peace education

UNIT IV: MODELS OF VALUE EDUCATION.

Models of value education; Rationale building model, the consideration model, valuing process and clarification model. Integration of human values with all (school) academic subjects.

Unit IV: Pedagogy of Value Education and Education for Peace

Approaches and Techniques of teaching human values:- Direct approach: value based Story-telling, Group activities (dramatization, literary activities, games and sports, service activities), Counselling, and organizing value based co-curricular activities. Indirect

Approach; Incidental Approach with illustrations. Integrated approach: Integration into curricular, co-curricular activities and subjects (with illustrations of integration from Language, Mathematics, science and social science , art and aesthetics , Yoga and health education, Teacher as Role Model. Role of school ambience and environment in development of values.

SUGGESTED ACTIVITIES

- Develop / compile stories with values from different sources and cultures, organize value based co-curricular activities in the classroom and outside the classroom, develop value based lesson plans, integrating values in school subjects.
- Study of any Model of integrated value education – case study of models expressed by Sri Sathya Sai, J. Krishnamurti, etc.
- Visit to Institutes of Moral and spiritual Education
- (In addition, school and community based activities may be organized).
- Conduct activities related to value education to understand student behavior.

REFERENCES:

- Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
- Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. Sage Publications, New Delhi.

  Gandhi, M.K. (1944). Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad.
- Krishnamurti, J.: "Total Freedom", Krishnamurti Foundation Chennai.
- NCERT National Curriculum Framework (2005). Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006).
- National Curriculum Framework (2005) position paper, National Focus group on Education for Peace, NCERT, New Delhi.
- NCTE (1998). Curriculum Framework for Quality Teacher Education, NCTE, New Delhi.
- Pandey, S. (2004). Education for Peace, Self-Instructional Package for Teacher
- UNESCO (2001) Learning the way of Peace, "A Teacher Guide to Education for Peace", UNESCO, New Delhi.

  Web resources
- Education for values in schools- a framework, NCERT
- http://www.ncert.nic.in/pdf_files/Framework_educationCOMPLETEBOOK.pdf
- Values Education A Handbook for Teachers (2012), CBSE
- Position Paper National Focus Group on Education for Peace, NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf

COURSE OUTCOMES

At the end of this course the students will be able to,

CO1: Organize strategies for measures to control violence in schools

CO2: Compare and contrast different global issues and peace movements

CO3: Appraise the importance of value education

CO4: Formulate the methods of teaching human values

CO5: Implement value-oriented activities in school curriculum.

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SEMESTER-IV

ELECTIVE - INTRODUCTION TO RESEARCH METHODOLOGY

Hours: 5/Week

COURSE OBJECTIVES:

On completion of this course, the student teacher will be able to

1. Describe the meaning, scope and types of research in education
2. Acquire knowledge to write a research proposal
3. Analyse the various types of hypotheses and its testing procedure
4. Apply various types of measuring scales and its utility in educational research.

UNIT-I: INTRODUCTION TO RESEARCH METHODOLOGY

Research – Meaning, objectives of Research- Characteristics, Scope and Need for research, Ethics in doing Research – Plagiarism and its consequences – Research Proposal

UNIT-II: CLASSIFICATION OF RESEARCH

Classification Based on Data type – Quantitative, Qualitative - Classification based on Purpose – Pure or Fundamental, Applied, Action - Classification based on Method – Historical, Experimental studies, Case study, Descriptive – Survey.

UNIT- III: FORMULATION OF HYPOTHESIS AND SAMPLING TECHNIQUES

Hypothesis – Meaning, Characteristics, Types, Formulation of Hypothesis, Level of Significance , Population and Sample- Meaning, techniques of the sampling, Characteristics of a good sample, sample size and sampling error.

UNIT-IV: VARIABLES AND SCALING TECHNIQUES

Variables- Meaning, Types- Method of selecting variable,Scale Measurement, Scaling, properties- Types of Scales : Nominal, Ordinal, Interval and Ratio Scales

UNIT-V: TOOLS OF RESEARCH

Tools – Meaning, Qualities of a good tool, standardised and non-standardized tools. Tools for quantitative data – types, criteria in selection. Construction of a tool – Item selection, pilot study, item analysis. Standardisation of a tool – Reliability, validity, meaning, importance and types.

SUGGESTED ACTIVITIES:

1. Organise a seminar on research design
2. Discussion on types of hypothesis
3. Prepare a research proposal
4. Conduct pilot study
5. Publish research articles in journals.
6. Conduct a small research related to learning disabilities.

7. REFERENCES:

- Adiseshiah, W.T.V., & Sekhar, S.(1977). Educational and social research. Coimbatore Pathipagam.
- Best, W. J and Kahn, J. W. (2006). Research in education. Prentice Hall.

- Chandra, S. S and Sharma, R. K. (2007). Research in education. Atlantic Publishers.
- Creswell, J. W. (2014). Educational research. PHI Learning.
- Fox, D. J. (1969). The Research Process in Education. Holt, Rinehart and Winston.
- Koul Lokesh(2019).Methodology of Educational Research,5th Edition
- Michael Langenbach & Courtney Vaughn (1994).An Introduction to Educational Research.
- Norman E.Wallen &Jack R.(2013).Educational Research: A Guide to the Process.

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Write a research proposal in an effective manner
CO2: Classify the types of research
CO3: Identify the various types of hypotheses and its testing procedures
CO4: Use various types of scales of measurement
CO5: Develop various research instruments and standardize by appropriate methods

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PRACTICAL RECORDS

S.No	Content	Hours	Marks
	SEMESTER 1		
1.	**Demonstration Level I & II** Observation of Two Demonstration classes by Teacher Educators/ Subject Experts and submitting of reflective journal.	1	20
2.	**Microteaching Level I & II** The student teachers shall practice a minimum of five teaching skills and integrate them in link practice.	1	20
3.	**SUPW** The SUPW activities include making of soap, detergent, lotion, jewellery, paper bags and preparation of jam, pickles, gardening and craft works. (Any five activities).	1	20
4.	**Psychology Practical** To carry out and document any Five experiments out of ten given in the following 1) Learning Transfer, 2) Motivation, 3) Attention Distraction, 4) Division of Attention, 5) Creativity 6) Intelligence, 7) Illusion, 8) Personality, 9, Sociometric, 10) Adjustment.	1	20
	TOTAL	**4**	**80**
	SEMESTER 2		
5.	**Observation Level I & II** The student teachers shall observe five classes at level -I and five classes at level- II of mentor teachers and submitting reflective journal in schools in their concerned pedagogic courses during the internship.	1	20
6.	**Life Skill Development (Citizenship Training Camp)** Active participation in a 5 days citizenship training camp and submission of Camp Record.	1	30
7.	**Community visit** Active participation in a Community Work and submission of Community Visit Record.	1	20
8.	**E- Content Development** Create the E-content and submit by mixing of texts, audio, video, animations, based on school subject content.	2	30
9.	Study tour (Innovative school visit) The student teachers should reflect on their tour experiences based on their observations and shall prepare individual reports based on their experiences of the innovative school visits.	1	20
*	**Value added course (Certificate course)** Skill Enhancement Certificate Course to be conducted by authorized institution.	2	
	TOTAL	**8**	**120**

	SEMESTER 3		
10.	**Lesson Plan Level I & II** The student teachers have to teach at least 60 lessons in the school, taking equal number of lessons (30) for Level-I & Level II from each of the school subjects, under the supervision of the mentor/cooperating teacher.	3	120
11.	**Teaching Competency Evaluation Level I & II** The student teacher assessed by the mentor teachers with evaluation proforma of their teaching competency. After the process, the student teacher should submit 30 evaluation proforma for Level-I &30 evaluation proforma for Level-II.	3	100
12.	**Instructional Material (TLM) Level I & II** The student teachers have to prepare 30 audio visual aids based on Edgar Dale's Cone of experience for teaching different lessons at level-1 and level-2	2	30
13.	**Test & Measurement Level I & II** Record the scores of Achievement test conducted by the student-teachers in their respective pedagogy subject during their internship programme.	2	30
14.	**Individual Case Study** Identify and analyse an individual or group of individuals in order to detect and diagnose their specific problem and recommend remedial measures.	2	30
15.	**Action Research** Analysis, interpretation, reporting of the action research and submission of the action research report under the guidance of the faculty member	2	30
16.	**Co-Curricular in activities in School** Report on organisation of Co-curricular activities conducted in co-operative school [Any 4 activities] - Awareness programme, Celebration of important days, Exhibition, Dramatization, Festival, Quiz, Assembly, Rally and Role play.	1	20
17.	**Reflective journals on School Internship** Submission of reflective journal on school internship by the student-teachers throughout their internship period.	2	30
18.	**Mini Project** The project involves setting objectives, collecting and analyzing data, drawing conclusions, and presenting a brief report. It promotes creativity, problem-solving, and reflective teaching practice in teacher education.	2	30
	EPC RECORDS		
19.	**Dramatics and Art in Education** Preparing a pictorial monograph on "Various folk dance of South India and "Various Classical Dance forms in India". Write a record about Drama and Art in Education.	1	20
20.	**Understanding the Self** Prepare the record an understanding about their own "self" both as an individual and as a student teacher.	1	20

21.	**ICT and its application** The student teachers shall upload their experiences in blogs, create digital learning resources for teaching, website evaluation and use of web techniques for learning. Use ICT and its application for preparing study materials and taking classes in their classes during teaching practice. Record all these activities and submit the same.	1	20
22.	**Reading and Reflection on School Text** The student teachers have to read any one book from the following and write the reflection of the same. a) Books related to education, b) Subject related reference books, c) Autobiographical narratives.	1	20
*	**Swayam /NPTEL/ MOOC** The student-teacher should complete minimum one certificate course from SWAYAM/NPTEL.	1	
	TOTAL	**24**	**500**
	SEMESTER 4		
23.	*Soft skill development activities	4	-
	TOTAL	**04**	**-**
	OVERALL (All semesters)	**40**	**700**

NOTE:

a) Level – I refers to standard VI and VIII, compulsory for, both Graduate (UG) and Post Graduate (PG) student teachers.

b) Level - II refers to Standard IX and X for Graduate (UG) student and Standard XI and XII for Post Graduate (PG) student teachers.

PRACTICAL RECORD

DETAILED DESCRIPTION

SEMESTER – I

DEMONSTRATION

Demonstration of model lessons by Teacher Educators / Subject Experts in each school subject. Two lessons are to be given in different pedagogical course integrating ICT. By observing the demonstration, Student Teachers can know how to do a task using sequential instructions, with the end goal of having student teachers perform the tasks independently.

***Criteria for Reflection*:** Motivation, Presentation, , Use Of Black Board, Use of Audio-Visual Aids, Class Discipline, Conclusion, Review, Follow – Up Work, Teacher's Personality and Criticism

Observation of Two Demonstration classes by Teacher Educators / Subject Experts and submitting of reflective journal on level -I and II School Subjects.

MICROTEACHING

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching can also defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviours.

The student teachers shall practice a minimum of five teaching skills and integrate them in link practice. The micro teaching skills included for practicing are:

1.Skill of Set Induction, 2. Skill of Probing Questions, 3. Skill of Stimulus Variation, 4. Skill of Reinforcement, 5. Skill of Blackboard Writing, 6. Skill of Explanation, 7. Skill of Illustrations, 8. Skill of Demonstration, 9. Skill of Using TLM, 10. Skill of Closure.

SUPW (Socially Useful Productive Work)

Socially Useful Productive Work is a purposive and meaningful activity to help the student teachers to be acquainted with the world of work and services to the community and develop in them a sense of respect for manual works. Purposive, productive work and services related to the needs of the child and community will prove meaningful to the learner.

The SUPW activities include making of soap, detergent, lotion, jewellery, paper bags and preparation of jam, pickles, gardening and craft works. (any five activities) to provide a constitutive factor for true, real and total education.

PSYCHOLOGY PRACTICAL

Psychology experiments are demonstrated to student teachers to create a link between theory and practical in psychology and to familiarize the procedure of administering the test. Each student teacher has to administer any five psychology experiments (apparatus and paper-pencil test) to his peer group and record the procedure and result of the same in the psychology record.

To carry out and document any Five of the following experiments: 1) Learning Transfer, 2) Motivation, 3) Attention Distraction, 4) Division of Attention, 5) Creativity 6) Intelligence, 7) Illusion, 8) Personality, 9, Sociometric, 10) Adjustment.

SEMESTER – II

OBSERVATION

A classroom observation is an act of watching a teacher's performance in their classroom or learning environment. During this phase student teachers are expected to begin developing their own understanding about school environment, facilities available in school, learners and their learning context, teachers' roles & responsibilities in the school contexts. Observation of classes to understand the learning processes; Study the learners coming from diverse back grounds and their interaction in class rooms, social context of learners; Individual differences; learning facilities for Inclusive children.

The student teachers shall observe five classes at level -1 and five classes at level- 2 of mentor teachers and submitting reflective journal in schools in their concerned pedagogic courses during the internship.

LIFE SKILL DEVELOPMENT (Citizenship Training Camp)

Life skills related social project focuses on sensitization of student teachers on socio-culture issues and empowerment to improve the psycho-social competence of the adolescents. The objective of life skills related social project is to bring about social change that will benefit an individual and community. Student teachers work together to solve problems in their schools, communities.

Active participation in a 5 days citizenship training camp and submission of Camp Record.

COMMUNITY VISIT

Community work is an integral part of teacher education. Community work is performed by the student teachers for the benefit of the community. It strengthens sense of civic engagement and nationalism, broadens education and development of social goals. It includes conducting awareness programmes, medical camps, literacy programme, blood donation and clean drive programmes. Volunteering can also open doors to various career opportunities after completing higher education.

Active participation in a Community Work and submission of Community Visit Record.

E-CONTENT DEVELOPMENT

E-content means *content* in the *electronic* form. E-content is a component of digital education designed to support both teachers and students in transferring and acquiring knowledge remotely as well as face to face. An E-Content can consist of many different materials. Resources can include videos, AR/VR, gamification elements and other engaging materials.

Create the E-content and submit by mixing of texts, audio, video, animations, based on school subject content.

STUDY TOUR (Innovative school visit)

To facilitate the experience of student teachers to a wider social environment, study tour is organized for a minimum of three days to get an exposure to the places of educational and historical significance. The expected outcome includes providing situations for the student teachers to learn and get acquainted with the process of organizing / conducting study tour and understanding the environmental aspects.

Innovative Schools are getting ready to greet key decision-makers from around the world, who will visit their schools to experience first-hand how these highly recognized schools have successfully implemented technology to support world-class learning environments.

The student teachers should reflect on their tour experiences based on their observations and shall prepare individual reports based on their experiences of the innovative school visits.

SEMESTER – III

LESSON PLAN

Lesson plan is source or tool that guides teachers through their working and in learning process. It is imperative for a teacher to plan his/her lessons since this. has the content, method, activity, practice and material the teacher will use in the. development of the class. Helps student teachers and teachers understand the goals of an instructional module. Allows the teacher to translate the curriculum into learning activities. Aligns the instructional materials with the assessment. Aligns the assessment with the learning goal. An effective lesson gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills.

Every student teacher shall undergo an internship of 16 weeks in the identified cooperating schools. The student teacher shall teach at least 60 lessons in the school, taking equal number of lessons (30) from each of the school subjects, under the supervision of the mentor/cooperating teacher. Stating objectives, selecting the content, designing learning experiences, selecting approach/strategy, questioning, assessment and evaluation.

TEACHING COMPETENCY EVALAUATION

A teaching competency is a set of professional skills that enables practical teaching situations to be appropriately resolved. It refers to the essential skills, knowledge, and qualities that are necessary for effective teaching. The overall assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/School head.

The student teacher assessed by the mentor teachers with evaluation proforma of their teaching competency. After the process, the student teacher should submit 30 evaluation proforma for Level-I &30 evaluation proforma for Level-II.

INSTRUCTIONAL MATERIAL

Instrctional material is any material used by the teacher to enhance their teaching to be more comprehensive and effective in the classroom. The innovative teaching-learning process is intended to create an open, creative and trustworthy place for the students to grow, take risks, and feel comfortable in their patterns of learning. The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable teachers to easily express concepts.

The student teachers have to prepare 60 audio visual aids based on Edgar Dale’s Cone of experience for teaching different lessons at level-1 and level-2.

TEST AND MEASUREMENT

Test and Measurement includes construction of achievement test, (level 1 & 2) interpretation of test scores construction of diagnostic test and remedial lesson for their respective optional courses. Graphical representation of test scores through histogram, frequency polygon and pie diagram should be made. Statistical techniques like measures of central tendency, measures of dispersion and correlation are also to be applied to interpret the test score.

Based on the scores of Achievement test conducted by the student-teachers in their respective pedagogy subject during their internship programme.

INDIVIDUAL CASE STUDY

Case study is a descriptive approach used to obtain in-depth information about an individual in the real-life context. The completed case study record is a comprehensive collection of information gleaned from school records, interviews with class teachers, parents, and peers. This record is created as part of their internship program.

A student teacher must identify and analyse an individual or group of individuals in order to detect and diagnose their specific problem and recommend remedial measures.

ACTION RESEARCH

The Action research is based on teaching and learning process. Here the students below average are selected for the study. Then the student teachers with help of the mentor teachers identify the Problem; Steps involved in conducting Action Research, Drafting Action Research Proposal, construction of simple teacher made tools/tests, carrying out action research , Analysis of data and Reporting. Identify problem and execute Action Research in any one of the following areas: (1) teaching staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) use of learning resources (9) learning problems of students in different subject areas (10) effect of remedial measures (11) participation of students in co-curricular activities and any other.

Analysis, interpretation, reporting of the action research and submission of the action research report under the guidance of the teacher educator.

CO-CURRICULAR IN ACTIVITIES IN SCHOOL

Co – curricular activities are activities that take place outside the classroom but reinforce supplement classroom curriculum in some way. These activities are ungraded and do not allow for academic credit to be earned, however they provide many advantages to students

academically and in skill development. By engaging in Co -curricular activities, student can acquire leadership, communication and management skills; improve their problem-solving ability; gain knowledge in various fields; stay physically fit; develop vocational skills; and learn to work as part of a team.

They help in the social, emotional, and physical development of a child and teach them important life skills such as teamwork, communication, and leadership. Participating in co – curricular activities also help in improving a child's self – confidence and decision-making abilities.

Report on organisation of Co-curricular activities conducted in co-operative school [Any 4 activities] - Awareness programme, Celebration of important days, Exhibition, Dramatization, Festival, Quiz, Assembly, Rally and Role play.

REFELCTIVE JOURNALS ON SCHOOL INTERSHIP

An internship reflective journal is a written record where an intern conveys their experiences, learnings, and observations during their internship period. It involves their skills, professional development and challenges faced. A reflective journal is a place to write down your daily reflection entries. It also intends to connect the theoretical understandings and substantiating perspectives studied in the teacher education courses through real class room situations. Journaling will help the intern to see their growth in knowledge and skills of leadership, problem solving and decision-making.

Submission of reflective journal on school internship by the student-teachers throughout the internship period.

MINI PROJECT

A **mini project for B.Ed students** is a short, practical study that allows future teachers to apply educational theories in real-life classroom or school settings. It helps develop research, observation, and analytical skills. Students usually select a small topic such as teaching methods, student behavior, learning difficulties, or use of technology in education. The project involves setting objectives, collecting and analyzing data, drawing conclusions, and presenting a brief report. It promotes creativity, problem-solving, and reflective teaching practice in teacher education.

DRAMATICS AND ART IN EDUCATION

Drama and Art as a tool of learning in teaching and learning process for future teachers. Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation. Colours, Strokes and

Sketching- understanding of various means and perspectives, Different forms of painting, Use of Drawing and Painting in Education -Chart making, Poster making, matchstick drawing and other forms, Model making – Clay modelling, Origami, Puppet making, Decorative – Rangoli etc. Preparing a pictorial monograph on "Various folk dance of South India and "Various Classical Dance forms in India". Record about Drama and Art in Education.

UNDERSTANDING THE SELF

Understanding the Self is designed to help the students across all programs understand the nature of identity, the factors and forces that affect personal development, and maintenance of personal identity. By exploring topics such as knowing one's true potential, self-identity, self-esteem, communication skills, stress management, and more, aspiring teachers can gain valuable insights that will shape their teaching approaches and personal well-being.

It provides students insight into who they are, why they react as they do, and gives them a direction for self-improvement. Self-awareness for students is crucial for success. The concept of professional self-understanding is important for the professional life of teachers because how teachers experience, make sense of, interpret, and position themselves in their profession helps them understand and recognise themselves, shaping and developing their professional lives.

Prepare a record an understanding about their own "self" both as an individual and as a student teacher.

ICT AND ITS APPLICATION

ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distance learning. ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge. The student teachers shall upload their experiences in blogs. They are also made to create digital learning resources for teaching, website evaluation and use of web techniques for learning

Use ICT and its application for preparing study materials and taking classes in their classes during teaching practice. Record all these activities and submit the same.

READING AND REFLECTION ON SCHOOL TEXT

Reading and reflection on text is a crucial process for. learning and personal growth. It involves engaging with. written material and critically analyzing its content, meaning, and implications. The objective of strengthening reading habits and reflection is to enhance the capacity of student teachers as readers and to develop their reflective skills.

The student teachers have to read any one book from the following and write the reflection of the same.a) Books related to education, b) Subject related reference books, c) Autobiographical narratives.

SWAYAM/ NPTEL/ MOOC

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

MOOCs can bring knowledge to students who may not have access otherwise, and be of use to learners who can't afford the costs of higher education. NPTEL also shares the toppers' list to those industries for recruitment purpose.The student-teacher should complete minimum one certificate course from SWAYAM/NPTEL.

SEMESTER 4

SOFT SKILL DEVELOPMENT

Soft skill development for B.Ed students involves enhancing non-technical abilities like communication, empathy, leadership, and adaptability, which are crucial for effective classroom management and student engagement. These skills help future teachers build strong relationships with students, parents, and colleagues, manage challenges, and create a positive learning environment, complementing their technical teaching knowledge.

The student-teachers may complete certificate courses in online / STTP/ doing activities in the type of seminar.